

Progression through the music curriculum in our school

Updated 01.01.22

	Nursery/ Reception	Y1	Y2	Y3	Y4	Y5	Y6	Y7 and beyond (KS3)
Singing	<p>Nursery We are learning how to sing-nursery rhymes, simple chants and calls and responses (AT, ST, SMT)</p> <p>Reception We are learning how to sing children songs, call and responses with actions and movements. Working on pitching. (AT, ST, SMT)</p> <p>We are learning</p>	<p>Sing broadly in tune within a limited range of at least five notes (AT, ST, SMT)</p> <p>Focusing on Pitch (High and low sounds) and accuracy. (AT, SMT)</p> <p>Singing in chants, call and response songs (ST)</p>	<p>We are learning how to sing songs within an octave 8 notes in various patterns working on vocal control and pitch (AT, ST, SMT)</p> <p>Application of dynamics-loud and quiet, and tempo-fast and slow to our singing. Crescendo, decrescendo and Pause (ST, SMT)</p> <p>Understanding change in tempo while singing (SMT)</p>	<p>Sing in tune within octave range and perform with a good sense of rhythm and actions with dynamics (AT, ST, SMT)</p> <p>We are singing songs with verses and chorus-Pop/musical/classics/Africa songs-a wide varieties of styles. (ST, SMT)</p> <p>Understanding 2,3,4-time signatures (SMT)</p>	<p>Practical music learning of instrument with tutors from the Council Music hubs (AT, ST, SMT)</p> <p>Learning coordination of singing, playing and action. (SMT)</p>	<p>Singing within an appropriate vocal range with clear diction, accurate pitch, and control of breathing and appropriate tone. (AT, ST, SMT)</p> <p>Three-part rounds (AT)</p> <p>Verse and chorus songs. (SMT)</p>	<p>Singing with full control and expression and harmony with high quality musicality and more syncopated rhythm. (AT, ST, SMT)</p>	<p>Singing in a big groups and choir with about 3 to 4 harmony parts</p>

	how to sing songs with dynamics soft-loud. (SMT)							
Performing	<p>Nursery Using instruments to explore moods, paint and colour Long note-short note. (ST, SMT)</p> <p>Reception Using Musical hand bells and boom whackers to explore different musical note while keeping pulse of music. Exploring long and short notes-pitch-High and low</p>	<p>Tuned instruments- Using boom whackers and Musical hands bells to play a basic tune at least 3 notes C D E (ST)</p>	<p>Pupils will learn how to play a tune on tuned instruments (ST, SMT)</p>	<p>Pupil will learn how to play’ Mary had a little Lamb or Twinkle twinkle little star’ on the instruments up to at least 5 notes C D E F G on the tuned instruments (ST)</p> <p>Introduction to staff notations and reading using crotchet and paired quavers (ST, SMT)</p>	<p>Pupils will learn how to play about two pieces to a concert standard within an whole class instrumenta l ensemble from Music Hub tutors and perform them to the audience. (AT, ST, SMT)</p> <p>Reading musical notation and learning basic pieces to a performance level (AT, ST, SMT)</p>	<p>Pupils will be learning more than octave range of piece and technics in Rhythm using tuned instruments</p> <p>‘Ode to Joy’- Beethoven or Oh when the saints-trad. C D E F G A (ST, SMT)</p> <p>Reading notations Semibreves Minims Crotchets and rests triads (ST, SMT)</p>	<p>Pupils will learn a jazz standard ‘C jam blues to learn about 12 bar blues</p> <p>Improvisatio n-pupils will be encouraged to improvise using Blue scale A C D Eflat E G Using repetition technique, alternating, leaping etc,</p> <p>Using Standard notation to read music and play on tuned percussion (ST, SMT)</p>	<p>Pupils will be learning more on how to play in ensemble and improvise more fluently and musically</p>

	notes and sounds ST, SMT)						Transition Project Preparing for a full theatrical musical production in singing an acting to a performance standard for parents and other pupils at the school (ST, SMT)	
	Sing songs, Rhymes, action songs, movement and dancing to songs, make music and experiment with ways of changing them. (AT, ST, SMT)							
Composition / Improvisation/ Musicianship	Nursery Pupils will be able to improvise just exploring two notes C, D Create composition using at least two notes C, D to a graphic notation Drumming:	Pupils will be using at least 3 notes to make up a tune to a layer of symbol notations and create pitch patterns Pulse /beat- pupils learning how to hold steady beats- using body percussion for	Create questions and answer phrases on untuned percussion Pupils will progress to improvise more on notes-C D E F G Using drum kits to be able to tap- bass	Composing varieties of rhythmic patterns on untuned percussion and composing on tuned instruments Pupils will progress to improvise more on notes C D E F G A (ST, SMT)	People will compose using their instruments to make music with their tutors regularly using staff notation as necessary They will learn how to play legato and staccato	Using melodic and rhythmic patterns within given structures, variety of notations and compose music for different moods Using wider range of dynamics Fortissimo	People will use different layer of instruments to compose, using music technology and sound effects as appropriate on keyboards and untuned instruments Pupils will learn how to	Pupils will be using appropriate musical devices such as melody, chords, rhythm and structures to compose Pupils will be learning how to play basic chords C Major C E G

	<p>Using untuned instruments to make up question and answer phrases with the teacher (AT, SMT)</p> <p>Reception Pupils will progress to improvise more creating compositions using at least note C, D to a symbol notation (AT, SMT)</p> <p>Drumming: Using untuned instruments to learn simple rhythm on questions</p>	<p>clapping and movements while keeping the pulse</p> <p>Using different tuned and untuned instruments to create rhythms (AT, SMT)</p> <p>Drumming: Using untuned instruments to create simple rhythm patterns for different feelings/atmosphere (ST, SMT)</p>	<p>drum for strong beat and snares for 2nd and 4th beats (AT, SMT)</p> <p>Crotchet, quavers, and crotchet rest on words-pattern chants (ST, SMT)</p> <p>Drumming: Using untuned instruments to play rhymical patterns on repeats. (ST, SMT)</p>	<p>Drumming: Using untuned instruments to put together at least a two rhymical patterns that can make people feel like dancing (ST, SMT)</p>	<p>(AT, ST, SMT)</p>	<p>Pianissimo Mezzo forte Mezzo piano (ST, SMT)</p> <p>Reading staff notation and rhythmic notations to compose (AT, ST)</p> <p>Demonstrating how to use technology to record using- garageband or logic music softwares (SMT)</p> <p>Drumming: Using untuned instruments to put together at least three</p>	<p>improvise on simple chords progressions (ST, SMT)</p> <p>Demonstrating how to use technology to record pupils either playing or singing using- garageband or logic softwares (SMT)</p> <p>Drumming: Using untuned instruments to put together more than</p>	<p>F Major F A C</p> <p>G Major G B D</p> <p>Reading notations must be broadened and widely used in a structured composition</p> <p>Song writing will be encouraged</p>
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	and answers (ST, SMT)					rhythmic patterns that can make people feel like dancing (ST, SMT)	three rhythmic patterns with arrangement and structure (ST, SMT)	
Listening	<p>Nursery Be able to describe how a piece of music makes them feel (AT, ST, SMT)</p> <p>Reception Listening and move appropriately to a variety of recorded music both video and audio. Classical Pop Africa Music. (ST, SMT)</p>	<p>Start to recognise/identify instruments used in a recorded music</p> <p>Listening to recorded music Classical Pop Music Tradition: Brazil (ST, SMT)</p>	<p>Listening to Classical Music- Beethoven 20th and 21st centuries composers</p> <p>Rock and Roll Pop Blues Music Traditions: Indonesia/Brazil (ST, SMT)</p>	<p>Listening to Baroque, classical and 20th centuries music, Pop Funk Rock and roll Music tradition- Indonesia/Brazil/Nigeria (ST, SMT)</p>	<p>Listening to a lot of great recorded music on the instruments they are learning. Classical Jazz Music traditions across the world (ST, SMT)</p>	<p>Listening and evaluate a range of live and recorded music from different traditions, genres and styles Classical Romantic Baroque Jazz Disco Blues Music tradition- Nigeria, south Africa, Brazil, Trinidad (ST, SMT)</p>	<p>musically analyse and evaluate a range of live and recorded music from different traditions, genres, styles and times in depth, responding appropriately to the contexts</p> <p>Classical great composers 20th century and nationalist</p> <p>pop Gospel souls/ jazz Musical Traditions:</p>	<p>Listening to music in greater depth, analysing the musical elements</p>

	Also, watching some live performances with guest musicians (AT, ST, SMT)	Also, watching some live performance with guest musicians (AT, ST, SMT)	Also, watching some live performances with guest musicians (AT, ST, SMT)	Also, watching some live performances with guest musicians (AT, ST, SMT)	Also, watching some live performances with guest musicians (AT, ST, SMT)	Also, watching some live performances with guest musicians (AT, ST, SMT)	Argentina, India, Poland. (ST, SMT)	Also, watching some live performances with guest musicians (AT, ST, SMT)
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