


PROGRESSION IN MUSIC AT ST. AUGUSTINE'S

Year Group: Reception			
Singing	Listening	Composing	Performing (Share and Perform)
Knowledge To sing or rap nursery rhymes and simple songs from memory To know that songs have sections To know twenty nursery rhymes off by heart To know the stories of some of the nursery rhymes To know that we can move with the pulse of the music To know that the words of songs can tell stories and paint pictures To know that performance is sharing music		Skills To sing along with a pre-recorded song and add actions To sing along with a backing track To learn that music can touch your feelings To enjoy moving to music by dancing, marching, being animals or Pop stars To find the pulse Copy basic rhythmic patterns Explore high and low using voices; listen to high and low pitched sounds on a glockenspiel Invent a pattern using one pitch note, keeping a steady pulse with a single note and begin to create simple 2-note patterns to accompany the song Add a 2-note melody to the rhythm of the words; playing two pitched notes to invent musical patterns Perform nursery rhymes by singing and adding dance Perform nursery rhymes or songs by adding a simple instrument part Record the performance to talk about	
Autumn	Spring	Summer	
Me! My stories	Everyone! Our World	Big Bear Funk Reflect, Rewind, Replay	

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Year Group: Year 1			
Singing	Listening	Composing	Musicianship
<p>Sing simple songs, chants and rhymes from memory, sing collectively and at the same pitch, responding to simple direction (eg. stop, start, loud, quiet)</p> <p>Start with songs with a very small range (2 notes, eg. mi-so) and then slightly wider; include pentatonic songs</p> <p>Sing a wide range of call and response songs to control pitch and match that is heard with accuracy.</p>	<p>Shared knowledge and understanding of stories, origins, traditions, history and social context of the music that they are listening to, singing and playing</p> <p>Listening to recorded performances to be complemented by opportunities to experience live music in and out of school – this could include performances by other year groups, other school ensembles or provided by Coventry Music Hub</p> <p>Use music linked to other topic work to accompany morning work or writing activities</p>	<p>Improvise simple vocal chants, using question and answer phrases</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli – combine to make a story (choose and play instruments or sound makers)</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern</p> <p>Invent, retain and recall rhythm and pitch patterns and perform these for others taking turns</p> <p>Use music technology to capture, change and combine sounds</p>	<p>Pulse/Beat</p> <p>Walk, move or clap a steady beat with others, changing the speed of the beat as the iof of the music changes</p> <p>Use body percussion (eg. clapping, tapping, walking) and classroom percussion (shakers, sticks, blocks etc), playing repeated patterns (ostinati) and short, pitched patterns on tuned instruments (eg. glockenspiels or chime bars) to maintain a steady beat</p> <p>Respond to pulse in recorded/live music through movement and dance (eg. stepping, jumping, walking on tiptoes)</p>

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		<p>Recognise how graphic notation can represent created sounds and explore and invent own symbols, eg</p> 	<p>Rhythm Perform short copycat rhythm patterns, led by the teacher Perform short rhythm patterns (ostinato) while keeping in time with a steady beat Perform word-pattern chants (eg. cat-er-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns</p> <p>Pitch Listen to sounds in the local school environment, comparing high and low sounds Sing familiar songs in low and high voices and talk about the difference in sound Explore percussion sounds to enhance story telling, eg. ascending xylophone notes to suggest Jack climbing the beanstalk, quiet sounds on shakers or rainmaker to represent a shower, regular strong beats on a</p>
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			drum to replicate menacing footsteps Follow pictures and symbols to guide singing and playing, eg 4 dots = 4 taps on the drum
Autumn		Spring	Summer
A	Hey You	A	Round and Round
B	Rhythm in the way we walk and Banana Rap	B	In the Groove
			A Your imagination B Reflect, Rewind and Replay

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Year Group: Year 2			
Singing	Listening	Composing	Musicianship
<p>Sing songs regularly with a pitch range of do-so (5 notes) with increasing vocal control</p> <p>Sing songs with a small pitch range (eg. Rain, Rain Go Away), pitching accurately</p> <p>Know the meaning of dynamics (loud, quiet) and tempo (fast, slow) and be able to demonstrate these when singing by responding to the visual signals from the leader and visual symbols (eg. crescendo, decrescendo, pause)</p>	<p>Shared knowledge and understanding of stories, origins, traditions, history and social context of the music that they are listening to, singing and playing</p> <p>Listening to recorded performances to be complemented by opportunities to experience live music in and out of school – this could include performances by other year groups, other school ensembles or provided by Coventry Music Hub</p> <p>Use music linked to other topic work to accompany morning work or writing activities</p>	<p>Create music in response to a non-musical stimulus (eg. a storm, a car race, a rocket launch)</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces</p> <p>Use music technology to capture, change and combine sounds</p>	<p>Pulse/Beat</p> <p>Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Mark the beat of a listening piece 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 or song</p> <p>Know the difference between left and right to support coordination and shared movement with others</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to</p>

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			<p>Rhythm</p> <p>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion</p> <p>Create rhythms using word phrases as a starting point (eg. Hel-lo Si-mon or Can you come and play?)</p> <p>Read and respond to chanted rhythm patterns, and represent them with the stick notation including crotchets, quavers and crochet rests</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation</p>
			<p>Pitch</p> <p>Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</p>

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			<p>Sing short phrases independently within a singing game or short song.</p> <p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low).</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:</p> <div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div><div><div></div><div></div><div></div></div></div>		
Autumn		Spring	Summer		
A	Hands, Feet, Heart	A	I Wanna Play in Band	A	Reflect, Rewind & Replay
B	Ho Ho Ho	B	Zootime	B	Friendship Song

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Indicative musical features – Key Stage 2

This table sets out indicative musical features (elements) that give language to concepts that pupils have understanding of in sound. Pupils will have experienced them unconsciously in many contexts before, building on their work at Key Stage 1 – their musical experiences across Key Stage 2 will be broader than this.

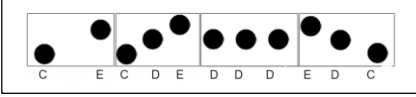
	Year 3	Year 4	Years 5 & 6
Rhythm, Metre and Tempo	Downbeats, fast (<i>allegro</i>), slow (<i>adagio</i>), pulse, beat	Getting faster (<i>accelerando</i>), Getting slower (<i>rallentando</i>), Bar, metre	Simple time, compound time, syncopation
Pitch and Melody	High, low, rising, falling; pitch range do–so	Pentatonic scale, major and minor tonality, pitch range do–do	Full diatonic scale in different keys
Structure and Form	Call and response; question phrase, answer phrase, echo, ostinato	Rounds and partner songs, repetition, contrast	Ternary form, verse and chorus form, music with multiple sections
Harmony	Drone	Static, moving	Triads, chord progressions
Texture	Unison, layered, solo	Duet, melody and accompaniment	Music in 3 parts, music in 4 parts
Dynamics and Articulation	Loud (<i>forte</i>), quiet (<i>piano</i>)	Getting louder (<i>crescendo</i>), getting softer (<i>decrescendo</i>); <i>legato</i> (smooth), <i>staccato</i> (detached)	Wider range of dynamics including <i>fortissimo</i> (very loud), <i>pianissimo</i> (very quiet), <i>mezzo forte</i> (moderately loud) and <i>mezzo piano</i> (moderately quiet)
Instruments and Playing Techniques	Instruments used in Foundation Listening	Instruments used in Foundation Listening including playing techniques	Instruments used in Foundation Listening including playing techniques and effects, for example pizzicato (e.g. mysterious) and tremolo (e.g. dark and expectant)

The table below summarises the progression in knowledge of the different parts of musical notation:

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	Year 3	Year 4	Years 5 & 6
Crotchets	✓	✓	✓
Paired quavers	✓	✓	✓
Minims	✓	✓	✓
Semibreves			✓
Semiquavers			✓
Rests		✓	✓
Time signatures 2/4, 3/4 and 4/4			✓
Fast (allegro), slow (adagio)	✓	✓	✓
Getting faster (<i>accelerando</i>), getting slower (<i>rallentando</i>)		✓	✓
Stave, lines and spaces, clef*, reading dot notation	✓ do-me Range of a 3rd	✓ do-so Range of a 5th	✓ do-do' Range of an octave
Loud (<i>forte</i>)	✓	✓	✓
Quiet (<i>piano</i>)	✓	✓	✓
Getting louder (<i>crescendo</i>), Getting softer (<i>decrescendo</i>)		✓	✓

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Year Group: Year 3			
Singing	Listening	Composing (improvisation and composition)	Performing
<p>Sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunelessly and with expression. Perform forte and piano, loud and soft.</p> <p>Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders).</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>Perform as a choir in school assemblies.</p>	<p>The teaching and learning of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</p> <p>Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by Coventry Music Education Hub, which may</p>	<p>Improvise</p> <p>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.</p> <p>Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p>	<p>Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. 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> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi (see below):</p> 

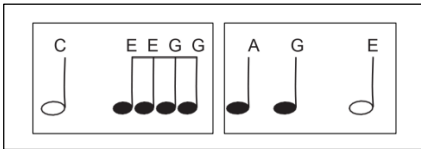
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	include local or national ensembles.	<p>Compose Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases.</p> <p>Reading Notation Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch 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</p>
Autumn		Spring	Summer
A	Glockenspiel Stage 1	A	Three Little Birds
B	Let your spirit	B	The Dragon Song
			A Bringing us together
			B Reflect, Rewind and Replay

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Year Group: Year 4			
Singing	Listening	Composing (improvisation and composition)	Performing (instrumental performance and reading notation)
<p>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)</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>Perform a range of songs in school assemblies</p>	<p>The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by Coventry Music Education Hub partners, which may include local or national ensembles.</p>	<p>Improvise 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. Continue this process in the composition tasks below</p> <p>Compose 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</p>	<p>Instrumental Performance Develop facility in the basic skills of a selected musical instrument over a sustained learning period (possibly achieved to be achieved through working closely with Coventry Music Education Hub who can provide whole-class instrumental teaching programmes)</p> <p>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> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole</p>

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		<p>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:</p>  <ul style="list-style-type: none"> • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip <p>Introduce major and minor chords</p> <p>Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work</p> <p>Capture and record creative ideas using any of:</p> <ul style="list-style-type: none"> *graphic symbols 	<p>class teaching. Identify static and moving parts</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A).</p> <p>Reading Notation</p> <p>Introduce and understand the differences between minims, crotchets, paired quavers and rests</p> <p>Read and perform pitch notation within a defined range (e.g. C–G/do–so)</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>
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		*rhythm notation and time signatures *staff notation *technology	
Autumn		Spring	Summer
A	Mamma Mia	A	Lean on me
B	Glockenspiel 2	B	Stop!
			A Reflect, Rewind & Replay B Blackbird

PROGRESSION IN MUSIC AT ST. AUGUSTINE'S

Year Group: Year 5			
Singing	Listening	Composing (improvisation and composition)	Performing (instrumental performance and reading notation)
<p>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.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided Coventry Music Education Hub or their partners, which may include local or national ensembles.</p>	<p>Improvise Improvise freely over a drone, developing 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).</p> <p>Compose Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument</p>	<p>Instrumental Performance Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff 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. Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs Perform a range of repertoire pieces and arrangements</p>

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		<p>chosen. These melodies can be enhanced with rhythmic or chordal accompaniment</p> <p>Working in pairs, compose a short ternary piece</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment. Equally, pupils might create music to accompany a silent film or to set a scene in a play or book. Capture and record creative ideas using any of:</p> <ul style="list-style-type: none"> *graphic symbols *rhythm notation and time signatures *staff notation *technology. 	<p>combining acoustic instruments to form mixed ensembles, including a school orchestra</p> <p>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p>Reading Notation</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>Read and perform pitch notation within an octave (e.g. C–C'/do–do)</p> <p>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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PROGRESSION IN MUSIC AT ST. AUGUSTINE'S



Autumn		Spring		Summer	
A	Classroom Jazz I	A	Make You Feel My Love	A	Dancing in the Street
B	Livin' On A Prayer	B	Fresh Prince of Bel Air	B	Reflect, Rewind & Replay

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Year Group: Year 6			
Singing	Listening	Composing (improvisation and composition)	Performing (instrumental performance and reading notation)
<p>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 should include observing rhythm, phrasing, accurate pitching and appropriate style</p> <p>Continue to sing three- and four-part rounds 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>The teaching and learning of music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by Coventry Music Education Hub and their partners, which may include local or national ensembles.</p>	<p>Improvise 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 *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>Compose Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic</p>	<p>Instrumental Performance 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 (<i>ff</i>), very quiet (<i>pp</i>), moderately loud (<i>mf</i>) and moderately quiet (<i>mp</i>)</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble)</p>

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<p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p>	<p>At the end of Year 6, pupils should be able to identify pieces of music from these genres and their characteristics: western classical tradition and film, popular music, musical traditions from different countries and traditions.</p>	<p>variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. 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, discussing how musical contrasts are achieved. 	<p>with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</p> <p>Reading Notation</p> <p>Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do)</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>
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						At the end of Year 6 it is recommended that there is a transition project which provides a way to bring together what the pupils have learnt about reading notation, playing an instrument, composing melodies and singing as a class. More information can be found in appendix 6 of the DoE Model Music Curriculum.
Autumn			Spring			Summer
A	Happy		A	You've Got a Friend		A Reflect, Rewind & Replay
B	Classroom Jazz 2		B	A New Year Carol		B Music and Me