



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 with accuracy. 	<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

			<ul style="list-style-type: none"> • Perform word-pattern chants; create, retain and perform their own rhythm patterns. <p>Pitch</p> <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. 	<p>Pulse</p> <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. <p>Rhythm</p> <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 staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Introduce and understand the differences between crotchets, minims and semibreves. • 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. 	<p>Improvise</p> <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). 	<p>Compose</p> <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. 	<p>Instrumental Performance</p> <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 staff 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.