

Bowlee Park Primary School Music Progression (Musical Competencies: Technical, Constructive and Expressive)

<i>Content Area EYFS</i>	<i>Nursery</i>	<i>Reception</i>	<i>National Curriculum Subject Content KS1</i>	<i>Year 1</i>	<i>Year 2</i>	<i>National Curriculum Subject Content KS2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Performance and Notation										
Use voices expressively. Rehearse and perform with others.	To find a singing voice and begin to use their voice confidently – sing echo songs and perform movements to a steady beat. Explore singing fast and slow and changing speeds. Explore how to use the voice to create loud and quiet sounds. To begin to perform in front of others within a small group session.	To confidently use voices in different ways including singing, speaking and chanting to a steady beat. Explore how to make high and low sounds. Make and control fast and slow sounds, loud and quiet and high and low to create mood and show feelings. To think about others while performing in a small group session.	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Learn to perform chants, rhythms, raps and songs. Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture.	Learn to blend sounds by listening and appreciating others in an ensemble. Pay attention to matching pitch, dynamics and tempo.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Learn to blend sounds with increasing awareness by listening and appreciating others in an ensemble. Pay attention to matching pitch, dynamics and tempo. Sing with good clear diction and breath control. Sing a two part song.	Learn to blend sounds with increasing awareness by listening and appreciating others in an ensemble. Pay attention to matching pitch, dynamics and tempo. Sing with good enunciation, diction and breath control. Maintain one song at the same time as others are singing a different (partner) song.	Learn to blend sounds with increasing awareness by listening and appreciating others in an ensemble. Pay attention to matching pitch, dynamics and tempo. Sing with increasing confidence and precision ensuring good diction, breath control, posture, enunciation and expression. Maintain one song at the same time as others are singing a different (partner) song.	To sing a song in 3 parts with good posture, enunciation and diction. To sing with confidence expressively with good breath control, fluency, diction and enunciation. Learn to blend sounds with increasing awareness by listening and appreciating others in your ensemble. Pay attention to matching pitch, dynamics and tempo.
Play tuned and un-tuned instruments	To begin to explore and create sounds by selecting instruments. To begin to	To choose sounds and instruments for a specific purpose.	Play tuned and untuned instruments musically.	To play and copy short rhythmic patterns on tuned and un tuned percussion	Be able to read the following rhythms; Crotchets, Crotchet Rests,	Listen with attention to detail and recall sounds with increasing aural memory	Play djembe drums with correct technique. Maintain a repeated	Play the cornet with correct technique. Repeat short phrases	Play the trombone with correct technique.	Play ukulele and keyboard with correct technique.

	follow and imitate simple patterns using body movements (clapping etc) percussion instruments, To begin to show an awareness of beat while playing To begin to name some classroom instruments.	To follow and imitate simple patterns using body movements (clapping etc) percussion instruments with increasing control. To begin to create own patterns using instrument. To use percussion instruments to accompany a chant or song independently. To confidently name classroom instruments.		instruments Learn to read notes (play) and rests (stops).	Quavers, Semiquavers and minims. Recognise, understand and perform the pitches B,A and G on a recorder.		rhythmic pattern whilst others are playing something different. Experiment with Samba percussion instruments. Recall longer rhythmic phrases and apply these to <i>Ostinati</i> and <i>Call and Response</i> figures. Understand what rhythms is. Play djembe drums with correct technique. Listen to and repeat increasingly longer phrases that include variations in dynamics and "pitch" (middle and edge of djembe drum skin).	played by the teacher on a cornet using the pitches C D and E. Learn to appreciate a good ensemble playing on brass instruments using breath support and aural awareness (not over playing).	Repeat short phrases played by the teacher on a Trombone using the pitches C, D, E, F and G. Copy back longer rhythmic phrases on instruments and body percussion.	Listen to the tuning notes on a ukulele and ask children to see if they are in tune. Train the ears to recognise the pitch of string GCEA. Copy back longer rhythmic phrases on instruments and body percussion.
Listening, memory and movement.	Remember short songs and sounds. Begin to repeat patterns of sounds.	Repeat patterns of sounds with increasing accuracy. Show increasing rhythm and	Listen with concentration and understanding to a range of high-quality live and recorded music.	Listen to music with sustained concentration. Discuss feelings and emotions linked to	Clap back short rhythms using Crotchets, Quavers and Crotchet rests. Build an understanding	Use and understand staff and other musical notations	Be able to read the following rhythms; Crotchets, Crotchet Rests, Quavers,	Using standard Stave Notation to recognise, understand and perform the pitches C, D E and F on a Cornet.	Using standard Stave Notation to recognise, understand and perform the pitches C, D E and F and	Using standard notation be able to read and identify notes from middle C to high G. Notes

	Begin to copy and follow a steady beat.	control when responding to music with movement.		different pieces of music.	of the pulse and internalise it when listening and performing.		Semiquavers and minims.		G on a Trombone.	within the stave.
	Begin to respond physically when performing music.	To identify sources of sound with accuracy.		Find the pulse whilst listening to music and copy short rhythmic patterns using body percussion.	Repeat short phrases played by the teacher on a recorder using the pitches B A and G.		Introduce compound time rhythms and apply them to Djembes.		Understand tab notation for the chords C7, F+9, and C major on Ukuleles.	Use tab notation to play single notes and chords on the ukulele.
	Identify different sound sources.						Use graphic notation to record music that helps to tell a story.			

Composition and Improvisation

Create musical patterns. Explore, choose and organise sounds and musical ideas.	To begin to explore and create sounds by selecting percussion instruments.	To choose sounds and instruments for a specific purpose.	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Make choices as a class about which notes work best in a whole class composition.	Make choices as a class about which rhythms work well in a four beat pattern.	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	To compose a weather related piece using classroom percussion instruments. To select appropriate instrumentation, tempo and dynamic contrasts to help tell the story.	Understand time signatures and appreciate the rhythmic framework provided. Compose a 2 bar rhythmic phrase then add pitches and dynamics.	Introduce chords I IV and V and experiment and improvise with sequences. Use I V examples from existing tunes with ukuleles; Pizza Hut, Agadoo, Wayfaring Stranger.	Use three different chords to decide a sequence. Use 12 bar blues as an example. To make up a melody using keyboards to fit with the 12 bar blues sequence. Chords, melody and rhythm. Add dynamics and suitable tempo and instrumentation.
	To begin to follow and imitate simple patterns using body movements (clapping etc.) percussion instruments.	To follow and imitate simple patterns using body movements (clapping etc.) percussion instruments with increasing control.			Make choices as a class about basic compositions using three pitches (B,A and G) using crotchets and crotchet rests.		Understand that improvisation is when a composer makes up a tune with certain boundaries. Improvise using Djembe drums.	Compose a piece for Cornet choosing from the pitches CDEF and G and the durations; crotchet, minim, semi breve and associated rests. Add dynamics to your composition.	Compose a piece for Trombone choosing from the pitches C,F and G and the durations; crotchet, minim, semi breve and associated rests. Add dynamics to your composition.	
	To begin to show an awareness of beat while playing.	To begin to create own patterns using instruments.			Take turns to be Dynamic Directors to control the dynamic of a song sung by the whole class. Decide "in the moment" (improvise) whether sections of the song should be sung loud		Use graphic notation to record music.	Improvise a response to		Use garage band on iPads to compose a piece for our leavers assembly. Use ABA form with an introduction
	Can begin select and choose instruments to represent and respond to stimuli (weather,	To use percussion instruments to accompany a chant or song independently.								
		Can select and choose								

	parts of stories).	instruments to represent and respond to stimuli (weather, parts of stories).			or quiet or with gradual changes of dynamic		Compose a rhythm grid individually and perform them to the class	bar of music played by the teacher. This will be four beats long with both "question" and "answer" ending in a single crotchet beat.		and an ending. Improvise around a 12 bar blues structure using keyboards and chords.
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History and Appreciation

<i>Explore and express ideas and feelings about music using movement, dance and expressive and musical language.</i>	To begin to express whether they like or dislike music.	To confidently express whether they like or dislike music.	N/A	Listen to a variety of musical styles. Blues, Bhangra, Folk, Latin, classical using BBC ten pieces.	Introduction to Instruments of the Orchestra.	<i>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</i>	Traditional music from different cultures. Africa/Brazil.	Listen to examples of concerti by Bach and Vivaldi.	Listen to examples from classical symphonies by Mozart and Beethoven.	Holst Planets/ John Williams. Film Music Hall of the mountain king - Grieg.
	To begin to say and explain why.	To confidently say and explain why.		Begin to understand that rhythm is long and short sounds that happen over the pulse.	Consolidate the inter related dimensions of music - pitch, tempo, dynamics.		Consolidate instruments of the orchestra.			
	To begin to think about with support the effect the music is meant to have and why.	To begin to think with support effect the music is meant to have and why.		Understand that pitch is high and low sounds. Understand that tempo describes the speed of music.	Vivaldi Four Seasons.		Listen to in the Hall of the Mountain King and look at how the music tells a story.			
	To begin to listen to familiar music and think about when it may be used with support e.g. – nursery rhyme before bed time. Christmas carol at Christmas etc.	To listen to familiar music and talk about when it may be used with support eg – nursery rhyme before bed time. Christmas carol at Christmas etc.		Understand that dynamics describes the volume.					Attend Halle Orchestra performance at the Bridgewater Hall.	Mid-20th Century - Elvis. Contemporary music Jackson 5 linked to 12 bar blues.

N/A	N/A	N/A	N/A	Listen and watch an orchestra play finale from William Tell overture. Compare this to vocal warm up.	Experience smaller orchestras from baroque times - compare with larger orchestras from later eras. Listen to examples of sudden and dramatic changes in Dynamic that were typical of the baroque era.	<i>Develop an understanding of the history of music.</i>	Early notation - who first wrote it down? Which language did they speak? How many lines were used? Carnival of Animals Saint-Saens - Romantic.	The history of baroque era.	The history/development of an understanding of classical.	The history/development of an understanding of romantic/contemporary.
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