

## **Musical Progression at Norton Primary School**

### **Music in the National Curriculum:**

#### **Purpose of study**

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

#### **Aims**

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

#### **Attainment targets**

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

## **Key stage 1**

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the interrelated dimensions of music

## **Key stage 2**

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the interrelated dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

## **Progression Map for Our School**

### **EYFS Statutory Framework for music**

#### *Creating with Materials*

1. Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function
2. Share their creations, explaining the process they have used
3. Make use of props and materials when role playing characters in narratives and stories

#### *Being Imaginative and Expressive*

1. Invent, adapt and recount narratives and stories with peers and their teacher
2. Sing a range of well-known nursery rhymes and songs
3. Perform songs, rhymes, poems and stories with others, and when appropriate try to move in time with music.

Year Group	Singing	Playing	Creating, Improvising and Composing	Listening and Understanding
R	<p><b>Enjoy singing</b>  <b>Join in singing known nursery rhymes, new songs and rhymes using simple actions</b>  <i>Call and Response – simple words, phrases and actions</i>  <i>Repetition of memorable chorus'</i></p>	<p><b>To look after and care for instruments.</b>  <b>To play simple tuned and untuned instruments, knowing when to start and stop.</b>  <i>Choosing instruments independently to experiment with sounds and discuss how instruments can be used as separate sounds.</i>  <b>Handle and play untuned and tuned instruments, knowing when to start and stop.</b>  <b>Play softly or loudly, following hand instructions (conducting teacher/child)</b></p>	<p><b>To add sounds to match a story</b>  <i>Know when to play following story pages/ teacher indicating with a range of stimuli – e.g. items from a Witches 'Silly Soup' – Jolly Postman.</i></p>	<p><b>To respond to music through movement</b>  <b>e.g. Hans Zimmer's 'Earth' as part of Growing Topic</b>    <b>To communicate the emotional effect of movement through words and expressions.</b></p>

## National Curriculum Subject Content for Music – KS1

1. Use voices expressively and creatively, singing songs and speaking chants and rhymes.
2. Play tuned and untuned instruments musically.
3. Listen with concentration and understanding to a range of high-quality live and recorded music.
4. Experiment with, create and combine sounds.

Year Group	Singing	Musicianship	Creating, Improvising and Composing	Listening and Understanding
Year 1	<p><b>Content</b> Sing simple songs, chants and rhymes <i>Songs/Chants/Rhymes from memory.</i> <i>Sing at same pitch</i> <i>Call and Response</i> <i>Small range of notes/Pentatonic</i></p> <p>Enjoy singing with others</p> <p><b>How? Technique</b> Show good posture</p> <p>Sing with a steady pulse</p> <p>Develop good breath control</p>	<p><b>Performing</b> Name common classroom instruments Follow simple instructions of how and when to play Play and explore a variety of classroom instruments <b>Pulse/Beat</b> Keep a steady pulse with some accuracy (e.g. through tapping, clapping, marching and playing) <i>Respond to the pulse in recorded music</i> <i>Change the speed of the beat as the tempo changes</i> <b>Rhythm</b> Copy back simple rhythms led by teacher – play on tuned and untuned instruments Play a simple rhythm over a pulse in a group <i>Play short repeated rhythmic patterns using percussive instruments keeping to a steady beat</i> Clap/play syllable words <i>Perform word pattern chants, create, remember and perform own patterns</i> Play and control long and short, loud and soft, high and low sounds <b>Pitch</b> Play and control high and low sounds <i>Sing familiar songs in high and low voices – talk about difference of sound</i></p>	<p><b>Improvisation</b> <i>Improvise vocal chants – question and answer.</i></p> <p><b>Composing/Creating</b> <i>Understand the difference between rhythm pattern and pitch pattern</i></p> <p>Choose appropriate sounds to accompany a story or picture (range of stimulus) - type of sound, how loud, fast and when to play</p> <p><i>Create Musical sound effects and short sequences of sound</i></p>	<p>Identify the music in music listening to</p> <p>Make physical movements that represent sound (move like an elephant, grow like a tree in response to music)</p> <p>Talk about changes in tempo and dynamics (loud/soft) through movement e.g. marching big/small gestures</p> <p>Describe music using adjectives (spiky, happy etc.)</p>

		<p><i>Play repeated short pitched patterns on instruments</i>  <i>Explore percussion sounds to enhance storytelling and follow symbols to show this.</i></p>	<p><b>Recording</b>  <b>Understand that sounds can be shown by using pictures and symbols</b>  <i>Use technology to capture, change and combine sounds.</i></p>	<p><b>Identify at least 3 instruments by name and sound from a piece</b>  <i>Listen to recorded music</i></p>
Year 2	<p><b>Content</b>  <b>Know a range of songs, chants and rhymes including playground games (traditional circle games etc. with movement)</b></p> <p><b>Sing back a simple melodic idea</b></p> <p><b>How? – Technique</b>  <b>Sing with an awareness of pitch</b>  <i>Sing songs with a pitch range 1-5</i>  <i>Sing songs with a small pitch range accurately</i></p> <p><b>Sing loudly and softly with control</b>  <i>Know the meaning of dynamics and tempo and show these when singing. Use teacher direction and picture symbols</i></p>	<p><b>Performing</b>  <b>Join in and stop as indicated</b>  <b>Respond to musical cues – loud, soft, fast and slow</b>  <b>Pulse/Beat</b>  <i>Understand that the speed of the beat can change – creating faster/slower tempo</i>  <i>Clap and tap along to pieces following the beat</i>  <i>Walk in time to a piece of music</i>  <i>Begin to group beats in twos and threes by tapping knees on the strongest beat</i>  <i>Find the beat groupings in familiar music (1,2,3)</i></p> <p><b>Rhythm</b>  <b>Demonstrate the difference between rhythm and pulse</b>  <b>Play a simple rhythmic pattern on a percussive instrument – copy a simple rhythm.</b>  <i>Play copycat rhythms, copying a leader, and invent rhythms for others to copy on tuned percussion</i>  <b>Repeat longer rhythmic patterns – including ostinato patterns</b>  <b>Combine two simple rhythms in a group – use body percussion/ instruments</b></p> <p><b>Reading Notation</b>  <b>Respond to and understand a basic form of rhythmic notation (graphic)</b>  <b>Clap back simple rhythmic patterns using non-standard notation, for example, symbols.</b>  <i>Read and respond to chanted rhythmic patterns – represent with stick notation – crotchets, quavers and crotchet rests</i></p>	<p><b>Create a short, repeating musical idea</b></p> <p><b>Invent simple rhythmic patterns and record these using non-standard notation, for example, symbols.</b></p> <p><b>Create a simple rhythmic part with others playing (e.g. ostinato, drone)</b></p> <p><i>Create rhythms using words and phrases as a starting point</i>  <i>Create and perform own chanted rhythm pattern</i></p> <p><i>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</i></p> <p><i>Use graphic symbols, dot notation and stick notation to record composed pieces</i></p>	<p><b>Begin to show an awareness of different genres (e.g. where might we hear this? Lullaby, party, festival)</b></p> <p><b>Show (through movement) and describe how elements change (e.g. music getting faster/ louder)</b></p>

	<p><b>Sing with expression and communicate the context of the song</b></p>	<p><b>Pitch</b>  <b>Respond to and understand a basic form of pitch notation (simple standard – bubble note (dot)/pitching of letters)</b>  <i>Play a range of singing games based on cuckoo interval (5 to 3) – leader plays melody</i>  <i>Sing short phrases on your own – song or game</i>  <i>Respond with movement to pitch changes heard.</i>  <b>Play a simple melody on a pitched instrument</b></p> <p><b><u>Reading notation</u></b>  <b>Understand that a melody can be shown with symbols or graphic notation.</b>  <i>Recognise dot notation – 3 note tunes</i></p> <p><b>Show awareness and blend with others when performing</b></p>	<p><i>Use music technology to capture, change and combine sounds.</i></p> <p><b>Choose suitable instruments to represent objects/moods/feelings</b>  <i>Create music in response to a non-musical stimulus (storm, town scene)</i>  <b>Understand that sounds can be written/recorded by pictures and symbols</b>  <i>Explore and invent own graphic symbols</i></p>	
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## **National Curriculum Subject Content for Music – Lower KS2**

1. Play and perform in a) solo and b) ensemble contexts, using voices and instruments.
2. Improvise and compose.
3. Use and understand a) staff and b) other notations.
4. Listen to and appreciate a wide range of music from a) different traditions and from b) great composers and c) musicians.
5. Have an understanding of the history of music.

Year Group	Singing	Musicianship	Creating, Improvising and Composing	Listening and Understanding
Year 3	<p><b>Content</b> Sing songs from a range of genres <i>e.g.</i> rock/folk/ traditional/ historic/ lullaby</p> <p>Sing in two parts <i>e.g.</i> a round/ canon in a large group</p> <p><b>How? - Technique</b> Sing with a larger range of notes <i>Sing songs with a pitch range 1-5</i></p> <p>Sing with clear diction <i>Perform actions confidently and in time to a range of songs Walk, move and clap a steady beat, changing the speed of the beat as the tempo changes</i></p> <p>Sing with appropriate phrasing/breathing</p> <p>Sing with a greater awareness of expression and pitch (dynamics as an example) <i>Sing tunefully and expressively Perform forte and piano (loud and soft)</i></p> <p>Perform as a choir in school assemblies</p>	<p><b>Performing</b> <b>Pulse</b> Keep a steady pulse Combine pulse and rhythms in groups</p> <p><b>Instrument Playing Progression</b> <b>Tuned Percussion/Melodic</b> <i>Develop skills in playing an instrument – tuned percussion or melodic</i> Play melodies using tuned percussion from simple treble notation <i>Play and perform melodies following staff notation using a small range of notes Middle C to E</i> <i>Copy melodic phrases that move in step – with accuracy at different speeds. Extend to question and answer phrases.</i></p> <p><b>Percussive</b> Play simple rhythms from traditional notation/graphic notation – combine with pulse in a group <i>Play and perform rhythms following dot notation</i> <i>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</i></p> <p>Show awareness and blend with others when performing</p> <p><b>Notation Progression</b> Interpret a simple graphic score <b>Standard Notation</b> <i>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C D E (1-3)</i></p>	<p><b>Improvisation</b> <i>Improvise freely - using 3 given notes</i> Improvise short patterns using the voice, tuned and untuned instruments <i>Become more skilled in improvising (using voices, tuned and untuned percussion and instruments used in instrumental teaching)</i> <i>On the spot responses to a question – clapping different rhythm.</i> <b>Improvise and create a structure</b> <i>Structure musical ideas (echo, question and answer phrases) to create a piece that has a beginning middle and end – use a range of inspiring stimuli)</i></p> <p><b>Composing</b> Create and play a simple graphic score on a theme</p> <p>Notate simple rhythms – use crotchets, paired quavers and crotchet rests <i>Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (1-3)</i></p> <p>Create a soundscape or story – include pitch/ tempo and a start/ending</p>	<p>Identify classroom instruments and describe their timbre</p> <p>Identify the difference between pitched and non-pitched instruments</p> <p>Identify simple genres – pop/ folk/ rock/classical/rap/ Bhangra</p> <p>Identify simple structures (repeating melody, intro, verse/chorus)</p> <p>Describe a single piece in terms of tempo, dynamics and mood</p>



		<p><b>Understand the stave is five lines and that each line and space shows a different pitched note.</b>  <i>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</i></p> <p><b>Accurately give note names</b>  <i>Introduce and understand the differences between crotchets and paired quavers.</i></p>	<p><i>Compose song accompaniments on untuned percussion using known rhythms and note values</i></p>	
Year 4	<p><b><u>Content</u></b>  Rounds, canons, part songs.  Maintain own part when singing.  Sing a short simple solo.</p> <p><b><u>How? Technique</u></b></p> <p><b>Sing with an even tone across the dynamic range with clear open vowels</b>  <i>Continue to sing a broad range of unison songs with an octave range of notes, pitching the voice accurately and following crescendo and diminuendo directions</i></p> <p><i>Sing rounds and partner songs in different time signatures (2,3 and 4 time) and begin to sing repertoire with step and leaping melodies as well as a simple harmony part</i></p>	<p><b><u>Performing</u></b>  <b><u>Instrument Playing Progression</u></b>  <b><u>Tuned Percussion/Melodic</u></b>  <i>Develop skills in playing an instrument – tuned percussion or melodic.</i>  <b>Play showing 2 techniques of an instrument</b>  <b>(e.g strumming and picking on a ukulele)</b>  <b>Play a simple melody solo or in a group</b>  <i>Play and perform melodies following staff notation using a small range (Middle C to G) as a whole class or in small groups.</i>  <i>Copy short melodic phrases including those using the pentatonic scale.</i>  <b>Play a simple melody in 2 parts with ‘step by step movement’</b>  <b>Play a selection of simple chords</b>  <i>Play in two or more parts (e.g. melody and accompaniment or duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts.</i>  <b><u>Percussive</u></b>  <b>Play longer and more complex rhythms</b>  <b>Self-correct when going out of time</b>  <b>Follow a conductor adapting to changes in dynamics and tempo</b>  <i>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts</i></p>	<p><b><u>Improvisation</u></b>  <b><u>Improvise (freely)</u></b>  <i>Improvise on a limited range of pitches on instruments they are learning – making use of legato and staccato.</i>  <b><u>Improvise and create a structure</u></b>  <i>Begin to make compositional decisions about the overall structure of improvisations.</i>  <i>(Root note, patterns repeating, then new idea, return to root)</i>  <b><u>Composing</u></b>  <b>Invent simple rhythms/melodies that may repeat and notate these with support – 3 or 4 beats in the bar.</b>  <i>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 a bars.</i>  <b>Combine rhythms created to create a percussive piece/accompaniment</b>  <i>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the</i></p>	<p><b>Describe and compare different pieces of music in terms of history, culture and purpose.</b></p> <p><b>Observe and discuss the music of at least 3 culturally diverse musicians.</b></p> <p><b>Identify common orchestral instruments by sight and sound.</b></p> <p><b>Listen to more complex melodic and rhythmic patterns and accurately play or sing them back.</b></p> <p><b>Comment upon duration, timbre, pitch, beat, tempo and texture (solo, duet etc) in pieces listened to.</b></p> <p><b>Listen to music with simple chords.</b></p>



	<p><b>Use different voices e.g. talking whisper, squeaky and monster voice confidently</b></p> <p><b>Sing with expression and good posture</b></p> <p><b>Demonstrate good performance technique (entry, posture, acknowledgement of audience etc)</b></p> <p><b>Show awareness and blend with others when singing</b></p>	<p><i>accurately with the rhythmic texture, achieving a sense of ensemble.</i></p> <p><b><u>Notation Progression</u></b>  <b>Accurately name and use the notes on a treble stave, for example, ‘Every Good Baboon Deserves Fudge.’</b></p> <p><b>Recognise and name the treble clef and time signature, for example, explain semibreves and know the value of each.</b></p> <p><b>Accurately give note names for crotchets, quavers, minims, dotted minims and semibreves and know the value of each.</b>  <i>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</i>  <i>Read and perform pitch notation within a defined range (C to G)</i></p>	<p><i>instruments being learnt. Sing and play these phrases as self-standing compositions.</i></p> <p><b><u>Chordal Accompaniment</u></b>  <i>Introduce major and minor chords. (Chn. accompany pieces using ukulele teaching)</i></p> <p><b>Work together and create a group piece with a clear structure – include an introduction, repetition and an ending</b></p> <p><b>Compose music to a given stimulus, for example ‘Gladiator’ Story</b>  <i>Compose music to create a specific mood – use musical components within this.</i>  <i>Use instruments played in whole-class/group/individual teaching to expand sound palette.</i>  <u>Record creative ideas:</u>  <i>Graphic symbols</i>  <i>Rhythm notation and time signatures</i>  <i>Staff notation</i>  <i>Music Technology</i></p>	
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## National Curriculum Subject Content for Music – Upper KS2

1. Play and perform in a) solo and b) ensemble contexts, using voices and instruments.
2. Improvise and compose.
3. Use and understand a) staff and b) other notations.
4. Listen to and appreciate a wide range of music from a) different traditions and from b) great composers and c) musicians.
5. Have an understanding of the history of music.

Year Group	Singing	Musicianship	Creating, Improvising and Composing	Listening and Understanding
Year 5	<p><b>Content</b>  <i>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</i></p> <p><b>Sing more complex songs with awareness of how my part contributes to the overall effect.</b></p> <p><i>Sing three part rounds, partner songs and songs with a verse and chorus.</i></p> <p><b>How? Technique</b>  <b>Sing with a range of an octave or more</b></p> <p><b>Breathe without interrupting the musical line</b>  <i>Phrasing, accurate pitching and style is needed.</i></p>	<p><b>Performing</b>  <b>Instrument Playing Progression</b>  <b>Tuned Percussion/Melodic</b>  <b>Play a melody with ‘step by step’ movement, small leaps and repetition</b>  <i>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within full octave range. Whole class first, then groups.</i></p> <p><b>Chords</b>  <b>Play a piece using two chords or more</b>  <i>Understand how triads are formed and play them on tuned percussion, melodic instruments/keyboards. Perform simple chordal accompaniments to familiar songs.</i></p> <p><b>Percussive</b>  <b>Play longer and more complex rhythms in different metres</b>  <b>Combining</b>  <i>Play a repertoire of pieces and arrangements combining acoustic instruments – glocks, ukuleles,</i></p>	<p><b>Improvisation</b>  <b>Improvise (freely)</b>  <i>Improvise freely over a drone (or chord pattern), developing a sense of shape and character, using tuned percussion and melodic instruments</i></p> <p><b>Improvise and create a structure</b>  <i>Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo forte).</i></p> <p><b>Improvise with call and response ideas</b>  <b>Composing</b>  <b>Create melodies</b>  <i>Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument.</i></p>	<p><b>Listen to and discuss a range of non-western styles (Chinese, Indian, African)</b></p> <p><b>Understand that music often reflects a cultural context</b></p> <p><b>Identify a wider range of orchestral and non-orchestral instruments by name sight and sound</b></p> <p><b>Compare 2 versions of the same song/music and discuss instruments, tempo</b></p> <p><b>Show awareness of simple chord changes and harmony</b></p>

	<p><b>Make adjustments to intonation</b></p>	<p><i>percussive instruments to form ensembles/small band across class.</i></p> <p><b><u>Elements</u></b>  <b>Discuss and refine performances, deciding on appropriate tempo and dynamics</b>  <i>Develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</i></p> <p><b><u>Notation Progression</u></b>  <b>Understand that the treble stave is part of the grand stave and recognise that lower notes use the bass clef.</b></p> <p><b>Understand the terms ‘time signature’ and be able to tell if there are the right number of beats in the bar.</b></p> <p><b>Play from treble notation with greater fluency... <i>Full Octave Range.</i></b></p>	<p><b>Invent more complex rhythms and accurately note these using bar lines to separate measures.</b>  <i>Enhance with a rhythmic or chordal accompaniment.</i>  <i>Compose a short ternary piece.</i>  <b>Compose a simple chord sequence.</b>  <i>Use chords to compose music to evoke a specific atmosphere, mood or environment.</i>  <b>Compose a rap with an accompanying rhythm</b></p> <p><i><u>Record creative ideas:</u></i>  <i>Graphic symbols</i>  <i>Rhythm notation and time signatures</i>  <i>Staff notation</i>  <i>Music Technology</i></p> <p><b>Compose music within simple structures, for example - verse, chorus, verse.</b></p> <p><b>Include musical variations such as texture, dynamic, tempo- Could be in response to a poem, picture etc.</b></p>	
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<p><b>Year 6</b></p>	<p><b><u>Content</u></b> Have access to follow music using simple traditional notation</p> <p><i>Continue to sing three-and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – in order to develop listening skills, balance between parts and vocal independence.</i></p> <p><i>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</i></p> <p><b><u>How? Technique</u></b> Maintain good posture through a whole song</p> <p>Identify changes in pitch and know that these are called intervals.</p> <p>Sing with accurate pitch, fluency and expression.</p> <p><i>Sing a broad range of songs, including those that involve <b>syncopated</b> rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing</i></p>	<p><b><u>Performing</u></b> <b><u>Instrument Playing Progression</u></b> <b><u>Tuned Percussion/Melodic</u></b> Play from more complex notations including pitch, dynamic, rhythmic and expressive contexts</p> <p>Play a melody with ‘step by step’ movement, larger leaps, repetition and appropriate phrasing/ articulation</p> <p>Play and perform using musical elements such as duration, tempo, dynamics to good effect.</p> <p><i>Play a melody following <b>staff notation</b> written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud (ff), very quiet (pp), moderately loud (mf) and moderately quiet (mp)</i></p> <p><b><u>Chords/Bass Line</u></b> Play a chord sequence <i>Accompany this same melody, and others, using block chords or a bass line. Use keyboards, tuned percussion or music tech - an online keyboard.</i></p> <p><b><u>Combining</u></b> Prepare a solo or group performance for an audience. Make choices about appropriate blending in an ensemble Play more complex rhythms (Drum/Percussive Accompaniment) <i>Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a single-note bass line.</i></p>	<p><b><u>Improvisation</u></b> <b><u>Improvise (freely)</u></b> Improvise freely using given notes within a structure e.g. 12 bar blues, beatbox <b><u>Extend improvisation skills through working in small groups to:</u></b> <i>Create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence.</i> <b><u>Improvise and create a structure</u></b> <i>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying shape.</i> <b><u>Composing</u></b> <b><u>Melodic</u></b> Invent simple melodies and notate these independently using treble notation (and bass clef where appropriate – bass clef instrument) <i>Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody.</i> <i>Compose melodies made from pairs of phrases in either G Major or E minor or a suitable key for the instrument.</i> <b><u>Chord development</u></b> Understand the term chord as ‘a triad of notes’ and show this on a treble stave. <i>Enhance melodies created with a rhythmic or a chordal accompaniment.</i></p>	<p>Identify the genre of music heard</p> <p>Identify structures within music (e.g. verse, chorus, intro, bridge, repeat etc) Discuss the differences in texture and music group (e.g. string quartet, orchestra, duet) Use appropriate musical vocab. To describe particular characteristics (e.g. chords, staccato, forte, riff bass line)</p> <p>Understand that music is often created for occasions, cultural reasons or to reflect societal meaning.</p> <p>Accurately identify some works by great composers and understand their place in history, for example – Medieval or Modern eras.</p> <p>Critique own and others work, offering specific comments and justifying these</p>
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