

MUSIC progression map

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The knowledge and skills children learn must be co-ordinated and coherent. In order to achieve this in our curriculum, we have identified the key concepts or overarching ideas within each subject. To enable the children to access them, we call these the 'Big Ideas'. In music these are: **appraising, experimentation and performance.**

The Kodaly/Dalcroze approach to music in KS1 is all about developing the inner musical ear, whilst experiencing enjoyment through playing games. In KS2 units in Charanga cover a range of skills and knowledge embedded across all units. They have been added in their units to show clearer progression and not necessarily broken down into individual skills.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
	<p>Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups</p> <p>Being Imaginative and Expressive ELG Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</p>	<p>NATIONAL CURRICULUM: Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and un-tuned 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 inter-related dimensions of music. 		<p>NATIONAL CURRICULUM: 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.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ 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 inter-related 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 				
<p>Musicianship Activities: Understanding Music, Improvise Together Notation Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics</p> <p>Children will:</p>	<p>Listening & Responding: Showing attention to sounds, moving to music, and talking about feelings evoked by music. (appraising, experimentation, performance)</p> <p>Singing & Vocalising: Singing familiar rhymes, joining in, developing pitch matching, and using voices in different ways (speaking, chanting). (appraising, experimentation, performance)</p> <p>Instrument Play: Exploring and using basic instruments (shakers, drums, bells) and sound makers, creating rhythmic patterns. (appraising, experimentation, performance)</p> <p>Movement & Dance: Moving and dancing in time with music, anticipating actions in songs. (appraising, experimentation, performance)</p>	<p>Through the Kodaly/Dalcroze approach: Use body percussion, instruments and voices. (experimentation) Find and keep a steady beat together. (experimentation) Begin to move in time with a steady beat/pulse. (experimentation) Copy back simple long and short rhythms with clapping. (appraising, performance) Copy back singing simple high and low patterns. (appraising, performance) Start to know and demonstrate the difference between pulse, rhythm and pitch. (appraising)</p>	<p>Through the Kodaly/Dalcroze approach: Use body percussion, instruments and voices. (experimentation) Move in time and keep a steady beat together. (appraising, experimentation, performance) Create their own rhythmic and melodic patterns. (appraising, experimentation, performance) Continue to copy back simple rhythmic patterns using long and short. (appraising, performance) Continue to copy back simple melodic patterns using high and low. (appraising, performance) Understand the difference between creating a rhythm pattern and a pitch pattern. (appraising) Sing short phrases independently. (performance) Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo). (appraising, experimentation) Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and</p>	<p>Use body percussion, instruments and voices. (experimentation) Explore the time signatures of 2/4, 3/4 and 4/4. (appraising) Internalise, keep and move in time with a steady beat in 4/4, 3/4 and 2/4 time. (appraising, experimentation) Listen and copy more complex rhythmic patterns by ear or from notation. (appraising, performance) Copy back more complex melodic patterns. (appraising, performance) Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests. (appraising, performance) Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers and their rests. (appraising, performance)</p>	<p>Explore improvisation within major and minor scales, using the notes: C, D, E, D, E, A, F, G, A, D, F, G (appraising, experimentation, performance) Explore and begin to create personal musical ideas using the given notes for the unit. (experimentation, performance) Understand that improvisation is about the children making up their own very simple tunes on the spot. (experimentation, performance) Follow a steady beat and stay 'in time'. (appraising, performance) Improvise simple vocal patterns using 'question and answer' phrases. (appraising, experimentation, performance) Understand the difference between creating a rhythm pattern and a pitch pattern. (appraising, experimentation)</p>	<p>Use body percussion, instruments and voices. (experimentation) Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. (experimentation, performance) Find and keep a steady beat. (appraising, performance) Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, and their rests, by ear or from notation. (appraising, experimentation, performance) Copy back melodic patterns using the notes: C, D, E, C, D, E, F, G, A, B, D, E, F#, G, A, A, B, C, D, E, F#, G, F, G, A, Bb, C, D, E, G, A, B, C, D, E, F# (appraising, performance)</p>	<p>Use body percussion, instruments and voices. (experimentation) Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. (experimentation, performance) Listen and copy rhythmic patterns made of dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. (appraising, experimentation, performance) Copy back melodic patterns using the notes: D, E, F, G, A, C, D, E, F, G, A, B, G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G (appraising, performance)</p>	

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	<p>Creativity & Expression: Creating own songs, improvising, and using music to express ideas and feelings. (appraising, experimentation, performance)</p>		<p>tuned percussion. (appraising, experimentation, performance) Create rhythms using word phrases as a starting point. (appraising, experimentation) Recognise long and short sounds, and match them to syllables and movement. (appraising, experimentation, performance)</p>	<p>Start learning about basic music theory: Understand the differences between crotchets and paired quavers. (appraising) Play and sing in the time signatures of 2/4, 3/4 and 4/4. (appraising, performance) Identify the names of some pitched notes on a staff. (appraising) Identify if a song is major or minor in tonality. (appraising)</p>			
<p>Listening (Listen and Respond) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure</p> <p>Children will:</p>	<p>Know twenty nursery rhymes off by heart. (appraising, performance) Think abstractly about music and express this physically or verbally eg "This music sounds like floating on a boat." "This music sounds like dinosaurs." (appraising) Distinguish and describe changes in music and compare pieces of music, eg "this music started fast and then became slow." "This music had lots of instruments, but this music only had voices." "This music was spiky and this music was smooth." (appraising) Associate genres of music with characters and stories. (appraising) Accurately anticipate changes in music, eg when music is going to get faster, louder, slower. (appraising) Learn that music can touch your feelings and talk about feelings evoked by music. (appraising) Enjoy moving to music by dancing, marching, being animals etc. (appraising, experimentation, performance)</p>	<p>Through the Kodaly/Dalcroze approach: Move, dance and respond in any way they can when listening. (appraising, experimentation, performance) Describe their thoughts and feelings when listening to the music, including why they like or don't like the music. (appraising) Talk about any instruments they might hear and perhaps identify them. (appraising) Recognise some band and orchestral instruments. (appraising) Identify a fast or slow tempo. (appraising) Identify loud and quiet sounds as an introduction to understanding dynamics. (appraising) Talk about any other music they have heard that is similar. (appraising) Begin to understand where the music fits in the world. (appraising) Begin to understand different styles of music. (appraising)</p>	<p>Through the Kodaly/Dalcroze approach: Invent different actions to move in time with the music. (appraising, experimentation, performance) Move, dance and respond with their bodies in any way they can. (appraising, experimentation, performance) Describe their thoughts and feelings when hearing the music. (appraising) Describe what they see in their individual imaginations when listening to the piece of music. (appraising) Talk about why they like or don't like the music. (appraising) Talk about any other music they have heard that is similar. (appraising) Identify a fast or slow tempo. (appraising) Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo. (appraising, experimentation, performance) Identify loud and quiet sounds as an introduction to understanding dynamics. (appraising) Walk in time to the beat of a piece of music. (appraising, experimentation, performance) Describe differences in tempo and dynamics with more confidence. (appraising) Recognise some band and orchestral instruments. (appraising) Continue to talk about where music might fit into the world. (appraising)</p>	<p>Talk about the style of the music. (appraising) Share their thoughts and feelings about the music together. (appraising) Find the beat or groove of the music. (appraising) Invent different actions to move in time with the music. (appraising, experimentation, performance) Talk about what the song or piece of music means. (appraising) Talk about the style of the music. (appraising) Identify and describe their feelings when hearing the music, including why they like or don't like the music. (appraising) Use appropriate musical language to describe and discuss the music. (appraising) Start to use musical concepts and elements more confidently when talking about the music. (appraising) Recognise that some instruments are band instruments and some are orchestral instruments. (appraising) Identify specific instruments if they can. (appraising) Think about and discuss why the song or piece of music was written and what it might mean. (appraising) Discuss the style of the music and any other music they have heard that is similar. (appraising)</p>	<p>Talk about the lyrics of a song including why the song or piece of music was written. (appraising) Discuss the structures of songs. (appraising) Identify 2/4, 3/4, and 4/4 metre. (appraising) Identify the tempo as fast, slow or steady. (appraising) Explain what a main theme is and identify when it is repeated. (appraising) Identify: <ul style="list-style-type: none"> ● Call and response ● A solo vocal/instrumental line and the rest of the ensemble ● A change in texture – The articulation of certain words (appraising) Know and understand what a musical introduction is and its purpose. (appraising) Recall by ear memorable phrases heard in the music. (appraising) Identify major and minor tonalities. (appraising) Recognise the sound and notes of the pentatonic scale by ear and from notation. (appraising) Describe legato and staccato. (appraising) Recognise the following styles and any important musical features that distinguish each style: 20th and 21st Century Orchestral, Reggae, Soul, R&B. (appraising)</p>	<p>Talk about feelings created by the music justifying a personal opinion with reference to the musical elements. (appraising) Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre. (appraising) Identify instruments by ear and through a range of media. (appraising) Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. (appraising) Explain a bridge passage and its position in a song. (appraising) Recall by ear memorable phrases heard in the music. (appraising) Explain the role of a main theme in musical structure. (appraising) Understand what a musical introduction is and know its purpose. (appraising) Explain rapping. (appraising) Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. (appraising) Identify the musical style of a song or piece of music. (appraising) Recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African Pop, Jazz: Contemporary, Hip Hop, Funk. (appraising)</p>	<p>Talk about feelings created by the music justifying a personal opinion with reference to the musical elements. (appraising) Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; piano and synthesisers; and vocal techniques such as scat singing. (appraising) Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups. (appraising) Discuss the structure of the music with reference to the verse, chorus, bridge and instrumental break. (appraising) Explain a bridge passage and its position in a song. (appraising) Understand what a musical introduction and outro are and know their purpose. (appraising) Identify major and minor tonalities and chord triads. (appraising) Identify the musical style of a song, using some musical vocabulary to discuss its musical elements. (appraising) Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, Folk, Gospel, Salsa, Musicals and Film Music. (appraising)</p>

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			<p>Begin to understand that there are different styles of music. (appraising)</p> <p>Discuss the style(s) of the music. (appraising)</p> <p>Discuss what the song or piece of music might be about. (appraising)</p>				
<p>Singing (Learn to Sing the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure</p> <p>Children will:</p>	<p>Sing or rap nursery rhymes and simple songs from memory. (performance)</p> <p>Know that songs have sections. (appraising)</p> <p>Sing along with a pre-recorded song and add actions increasingly matching the pitch and following the melody. (experimentation, performance)</p> <p>Sing as part of a group or individually. (performance)</p>	<p>Sing, rap or rhyme as part of a choir/group. (performance)</p> <p>Begin to demonstrate good singing posture – standing up straight with relaxed shoulders. (experimentation, performance)</p> <p>Sing unit songs from memory. (performance)</p> <p>Have a go at singing a solo. (performance)</p> <p>Try to follow the leader or conductor. (experimentation, performance)</p> <p>Add actions and/or movement to a song. (experimentation, performance)</p>	<p>Sing as part of a choir. (performance)</p> <p>Have a go at singing a solo. (performance)</p> <p>Sing songs from memory. (performance)</p> <p>Sing with more pitch accuracy. (performance)</p> <p>Understand and follow the leader or conductor. (experimentation, performance)</p> <p>Sing and try to communicate the meaning of the words. (experimentation, performance)</p> <p>Listen for 'being 'in time' or 'out of time'. (experimentation, performance)</p> <p>Add actions and movement to a song. (experimentation, performance)</p>	<p>Sing as part of a choir and in unison. (performance)</p> <p>Sing with attention to clear diction. (experimentation, performance)</p> <p>Sing more expressively, with attention to breathing and phrasing. (experimentation, performance)</p> <p>Discuss what the song or piece of music might be about. (appraising)</p> <p>Follow the leader or conductor confidently. (performance)</p> <p>Listen for 'being 'in time' or 'out of time', with an awareness of following the beat. (appraising, performance)</p> <p>Perform actions confidently and in time. (performance)</p> <p>Sing a widening range of unison songs, of varying styles and structures. (appraising, performance)</p>	<p>Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture. (appraising, performance)</p> <p>Rehearse and learn songs from memory and/or with notation. (performance)</p> <p>Sing in different time signatures: 2/4, 3/4 and 4/4. (performance)</p> <p>Demonstrate good singing posture. (performance)</p> <p>Demonstrate vowel sounds, blended sounds and consonants. (experimentation, performance)</p> <p>Sing expressively, with attention to staccato and legato. (appraising, performance)</p> <p>Talk about the different styles of singing used for different styles of song. (appraising)</p> <p>Talk about how the songs and their styles connect to the world. (appraising)</p>	<p>Sing in unison and parts, and as part of a smaller group. (performance)</p> <p>Sing a second part in a song. (performance)</p> <p>Rehearse and learn songs from memory and/or with notation. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre. Sing 'on pitch' and 'in time'. (performance)</p> <p>Self-correct if lost or out of time. (appraising, performance)</p> <p>Sing expressively, with attention to breathing and phrasing. (performance)</p> <p>Sing expressively, with attention to dynamics and articulation. (appraising, performance)</p> <p>Develop confidence as a soloist. (performance)</p> <p>Talk confidently about how connected they feel to the music and how it connects to the world. (appraising)</p>	<p>Rehearse and learn songs from memory and/or with notation. (performance)</p> <p>Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. (performance)</p> <p>Continue to sing in parts, where appropriate. (performance)</p> <p>Demonstrate and maintain good posture and breath control whilst singing. (appraising, performance)</p> <p>Sing with and without an accompaniment. (performance)</p> <p>Sing syncopated melodic patterns. (performance)</p> <p>Talk about the different styles of singing used in the various styles of song visited throughout this year. (appraising)</p> <p>Discuss with one another how connected they are to the music and songs, and how the songs and styles are connected to the world. (appraising)</p>
<p>Playing Instruments (Play Your Instruments with the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure</p> <p>Children will:</p>	<p>Create music based on a theme eg creates the sounds of the seaside. (appraising, experimentation, performance)</p> <p>Find and records sounds using recording devices. (appraising)</p> <p>Play instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. (appraising, experimentation, performance)</p> <p>Keep a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.</p>	<p>Rehearse and learn to play a simple untuned instrumental part by ear. (appraising, experimentation)</p> <p>Play a part on an untuned instrument by ear. (appraising, experimentation, performance)</p> <p>Learn to treat instruments carefully and with respect. Rehearse and perform their parts within the context of the unit song. (appraising, experimentation, performance)</p> <p>Learn to play together with everybody while keeping in time with a steady beat. (appraising, experimentation, performance)</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear. (appraising, experimentation)</p> <p>Play a part on a tuned instrument by ear (either Part 1, Part 2 or the optional Easy Part). (appraising, experimentation, performance)</p> <p>Rehearse and perform their parts within the context of the unit song. (experimentation, performance)</p> <p>Play together as a group while keeping in time with a steady beat. (appraising, experimentation, performance)</p> <p>Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time</p>	<p>Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and E major. (appraising, experimentation)</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as the violin or recorder. (experimentation)</p> <p>Play a part on a tuned instrument by ear or from notation. (appraising, experimentation, performance)</p> <p>Play the instrumental part they are comfortable with and swap when appropriate. (appraising, performance)</p>	<p>Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor. (appraising, experimentation)</p> <p>Rehearse and perform their parts within the context of the unit song. (experimentation, performance)</p> <p>Play the right notes with secure rhythms. (appraising)</p> <p>Play together as a group while keeping the beat. (performance)</p>	<p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, Eb major, C minor and D minor. (appraising, experimentation, performance)</p> <p>Play a part on a tuned instrument, by ear or from notation. (performance)</p> <p>Rehearse and perform their parts within the context of the unit song. (experimentation, performance)</p> <p>Begin to understand how to rehearse a piece of music in order to improve. (appraising)</p>	<p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor and F minor. (appraising, experimentation, performance)</p> <p>Play a melody, following staff notation written on one staff and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). (appraising, experimentation, performance)</p> <p>Play a part on a tuned instrument, by ear or from notation. .</p>

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	<p>(experimentation, performance) Tap rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song. (appraising, experimentation) Create rhythms using instruments and body percussion. (experimentation) Play along to the beat of the song they are singing or music being listened to. (appraising, experimentation) Play along with the rhythm in music, eg may play along with the lyrics in songs they are singing or listening to. (appraising, experimentation)</p>	<p>Perform short, repeating rhythm patterns (ostinati) while keeping in time with a steady beat. (performance)</p>	<p>with a steady beat. (performance)</p>	<p>Play the right notes with secure rhythms. (appraising, experimentation) Play together as a group while keeping the beat. (appraising, performance) Listen to and follow musical instructions from a leader. (appraising, performance) Play their instruments with good posture and technique. (appraising, experimentation)</p>			<p>(appraising, experimentation, performance) Play the right notes with secure rhythms. Play a more complex part. (appraising, experimentation, performance) Understand how to rehearse a piece of music in order to improve. (appraising)</p>
<p>Creating: Improvising (Improvise with the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Structure Children will:</p>	<p>Know that we can move with the pulse of the music. (appraising, experimentation) Find the pulse by copying a character in a nursery rhyme, finding different ways to keep the pulse. (appraising, experimentation) Copy basic rhythm patterns of single words, building to short phrases from the song/s. (appraising, experimentation) Explore high and low using voices and sounds of characters in the songs. (appraising) Listen to high-pitched and low-pitched sounds on a glockenspiel. (appraising) Know that the words of songs can tell stories and paint pictures. (appraising)</p>	<p>Explore improvisation within a major and minor scale, using the notes: C, D, E D, E, A F, G, A D, F, G (experimentation) Explore and begin to create personal musical ideas using the given notes for the unit. (appraising, experimentation) Understand that improvisation is about the children making up their own very simple tunes on the spot. (experimentation) Follow a steady beat and stay 'in time'. (appraising, experimentation) Improvise simple vocal patterns using 'question and answer' phrases. (experimentation) Understand the difference between creating a rhythm pattern and a pitch pattern. (appraising, experimentation)</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, G, A G, A, B F, G, A (experimentation) Begin to create personal musical ideas using the given notes. (experimentation) Understand that improvisation is about the children making up their own very simple tunes on the spot. (experimentation) Follow a steady beat and stay 'in time'. (experimentation) Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation. (experimentation)</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D (experimentation) Structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end. (experimentation) When improvising, follow a steady beat and stay 'in time'. (experimentation) Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats. (experimentation) Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other. (experimentation)</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F# D, E, F#, A, B (experimentation) Explore improvisation within a major scale, using more notes. (experimentation) Improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation. (experimentation) Improvise over a simple chord progression /groove. (experimentation)</p>	<p>Explore improvisation within a major and minor scale, using the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A (experimentation) Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape. (experimentation) Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). (experimentation) Become more skilled in improvising; trying more notes and rhythms. (experimentation) Become more skilled in improvising; try to use melodic jumps (intervals) that might get higher and lower. (experimentation) Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests. Include rests or silent beats. (appraising, experimentation) Create music with 'phrases' made up of notes, rather than</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D (experimentation) Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. (experimentation) Become more skilled in improvising, trying more notes and rhythms. (experimentation) Create music with 'phrases' made up of notes, rather than just lots of notes played one after the other. (experimentation) Challenge themselves to play for longer periods, both as soloists and in response to others in a group. (experimentation, performance)</p>

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						just lots of notes played one after the other. (experimentation) Include smooth (legato) and detached (staccato) articulation when playing notes. (experimentation)	
<p>Creating: Composing (Compose with the Song, Create a Graphic Score, Compose with a Theme, Music Notepad, Quickbeats) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics</p> <p>Children will:</p>	<p>Invent a pattern using one pitched note, keep the pulse throughout with a single note (experimentation)</p> <p>Begin to create simple 2-note patterns to accompany a song. (experimentation)</p> <p>Add a 2-note melody to the rhythm of words. (experimentation)</p> <p>Play with two pitched notes to invent musical patterns. (experimentation)</p>	<p>Begin to understand that composing is like writing a story with music. (experimentation)</p> <p>Explore sounds and create their own melody. (experimentation)</p> <p>Perform their simple composition/s using two, three, four or five notes. (performance)</p> <p>Use simple notation if appropriate:</p> <ul style="list-style-type: none"> • Create a simple melody using crotchets and minims. <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <ul style="list-style-type: none"> • Start and end on the note C. F, G F, G, A F, G, A, C F, G, A, C, D • Start and end on the note F. D, F D, F, G D, F, G, A D, F, G, A, C • Start and end on the note D. (experimentation) <p>Begin to explore and create using graphic scores:</p> <ul style="list-style-type: none"> • Create musical sound effects and short sequences of sounds in response to music and video stimuli. (appraising, experimentation) • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. (experimentation) • Create a story, choosing 	<p>Continue to understand that composing is like writing a story with music. (experimentation)</p> <p>Perform their simple composition/s using two, three, four or five notes. (experimentation, performance)</p> <p>Start a tune/s on note one and end it on note one. (experimentation)</p> <p>Use simple notation if appropriate:</p> <ul style="list-style-type: none"> • Create a simple melody using crotchets and minims. <p>C, D C, D, E C, D, E, F C, D, E, F, G</p> <ul style="list-style-type: none"> • Start and end on the note C (C major). G, A G, A, B G, A, B, D G, A, B, D, E • Start and end on the note G (pentatonic on G). F, G F, G, A F, G, A, C F, G, A, C, D • Start and end on the note F (pentatonic on F). (experimentation) <p>Explore and create graphic scores:</p> <ul style="list-style-type: none"> • Create musical sound effects and short sequences of sounds in response to music and video stimuli. (appraising, experimentation) • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed 	<p>Create a simple melody using crotchets and minims: C, D C, D, E C, D, E, G C, D, E, G, A</p> <p>Start and end on the note C (pentatonic on C). C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major). F, G F, G, A F, G, A, B_b F, G, A, B_b, C</p> <p>Start and end on the note F (F major). G, A G, A, B G, A, B, C G, A, B, C, D</p> <p>Start and end on the note G (pentatonic on G). (experimentation)</p> <p>Successfully create a melody in keeping with the style of the backing track. This could include:</p> <ul style="list-style-type: none"> • Composing over a simple chord progression (experimentation) <p>Include a home note, to give a sense of an ending; coming home. (experimentation)</p> <p>Perform their simple composition/s, using their own choice of notes.</p>	<p>Create a melody using crotchets, minims, paired quavers and their rests. (experimentation)</p> <p>Use a pentatonic scale: C, D C, D, E C, D, E, G C, D, E, G, A</p> <p>Start and end on the note C (pentatonic on C). C , D C , D , E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major). A, B A, B, C A, B, C, D A, B, C, D, E</p> <p>Start and end on the note A (A minor). D, E D, E, F D, E, F, G D, E, F, G, A</p> <p>Start and end on the note D (D minor). G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G). (experimentation)</p> <p>Successfully create a melody in keeping with the style of the backing</p>	<p>Create a melody using crotchets, quavers and minims, semibreves and semiquavers, plus all equivalent rests. (experimentation)</p> <p>Use a pentatonic and a full scale, as well as major and minor tonalities. (experimentation)</p> <p>Use major and minor tonality: F, G F, G, A F, G, A, B_b F, G, A, B_b, C</p> <p>Start and end on the note F (F major). G, A G, A, B G, A, B, C G, A, B, C, D</p> <p>Start and end on the note G (G major). G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G). (experimentation)</p> <p>Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. (appraising, experimentation)</p> <p>Perform simple, chordal accompaniments. (performance)</p> <p>Understand the structure of the composition. (appraising)</p> <p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). (appraising)</p> <p>Perform simple composition/s, using their own choice of notes. (performance)</p> <p>Successfully create a melody in</p>	<p>Create a melody using crotchets, quavers and minims, semibreves and semiquavers, plus all equivalent rests. (experimentation)</p> <p>Use a pentatonic and a full scale, as well as major and minor tonalities: C, D C, D, E C, D, E, F C, D, E, F, G</p> <p>Start and end on the note C (C major). G, A G, A, B G, A, B, D G, A, B, D, E</p> <p>Start and end on the note G (pentatonic on G). G, B_b G, B_b, C G, B_b, C, D G, B_b, C, D, F</p> <p>Start and end on the note G (minor pentatonic on G). D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor). F, G F, G, A F, G, A, B_b F, G, A, B_b, C Start and end on the note F (F major). F, G</p>

MUSIC progression map

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		<p>and playing classroom instruments.</p> <p>(experimentation)</p> <ul style="list-style-type: none"> • Create and perform rhythm patterns with stick notation, including crotchets, quavers and minims. (experimentation, performance) • Use music technology, if available, to capture, change and combine sounds. (experimentation) 	<p>pieces. (experimentation)</p> <ul style="list-style-type: none"> • Create a story, choosing and playing classroom instruments. (experimentation) • Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. (experimentation, performance) <p>Use music technology, if available, to capture, change and combine sounds. (experimentation)</p>	<p>(performance)</p> <p>Describe how their melodies were created. (appraising)</p> <p>Start to use simple structures within compositions, eg introduction, verse and chorus or AB form. (experimentation)</p> <p>Use simple dynamics. (experimentation)</p> <p>Create a tempo instruction. (experimentation)</p> <p>Compose song accompaniments on untuned percussion, using known rhythms and note values. (experimentation)</p> <p>Use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests to create rhythm patterns. (experimentation)</p> <p>Compose a standalone piece of music which includes:</p> <ul style="list-style-type: none"> • A time signature • A treble clef • Three or four bars • The correct notes for the scale and key signature • Rhythmic combinations of minims and crotchets, with their corresponding rests • Expression /dynamics – A melody that starts and ends on note one (appraising, experimentation, performance) • A description of how their melodies were created. (appraising) 	<p>track.</p> <p>This could include:</p> <ul style="list-style-type: none"> • Composing over a simple groove (experimentation) • Composing over a drone. (experimentation) <p>Start to use simple structures within compositions, eg introduction, verse and chorus or AB form. (experimentation)</p> <p>Compose song accompaniments on tuned percussion, using known rhythms and note values. (experimentation)</p> <p>Create a melody using crotchets, minims, quavers and their rests. (experimentation)</p> <p>Use a pentatonic scale. (experimentation)</p> <p>Begin to understand the structure of the composition. (appraising)</p> <p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). (appraising)</p> <p>Perform a simple composition/s using their own choice of notes. (performance)</p> <p>Compose a standalone piece of music which includes:</p> <ul style="list-style-type: none"> • A time signature • A treble clef • Four or six bars • The correct notes for the scale and key signature • Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests • Expression/dynamics - Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end 	<p>keeping with the style of the backing track.</p> <p>(experimentation)</p> <p>Create their composition/s with an awareness of the basic chords in the backing track. (appraising, experimentation)</p> <p>Compose a standalone piece of music which includes:</p> <ul style="list-style-type: none"> • A time signature - A treble clef • Four, six or eight bars • The correct notes for the scale and key signature • Rhythmic combinations of semibreves, minims, crotchets and paired quavers, with their corresponding rests • Expression/dynamics • Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end • A melody that starts and ends on note one. (appraising, experimentation, performance) • A description of how their melodies were created. (appraising) 	<p>F, G, A F, G, A, C F, G, A, C, D</p> <p>Start and end on the note F (pentatonic on F). (experimentation)</p> <p>Plan and compose an eight or 16-beat melodic phrase using a pentatonic scale, eg C, D, E, G, A, and incorporate rhythmic variety and interest. (experimentation)</p> <p>Play this melody on available tuned percussion and/or orchestral instruments. (performance)</p> <p>Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. (appraising, experimentation)</p> <p>Create a simple chord progression. (experimentation)</p> <p>Compose a ternary (ABA form) piece. (experimentation)</p> <p>Use available music software/apps to create and record it, discussing how musical contrasts are achieved. (experimentation)</p> <p>Create music in response to music and video stimuli. (appraising, experimentation)</p> <p>Start to use and understand structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form). (experimentation)</p> <p>Compose song accompaniments, using basic chords. (experimentation)</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). (experimentation)</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. (experimentation)</p> <p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). (experimentation)</p> <p>Perform their simple</p>
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MUSIC progression map

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					<ul style="list-style-type: none"> • A melody that starts and ends on note one (appraising, experimentation, performance) • A description of how their melodies were created. (appraising) 		<p>composition/s, using their own choice of notes. (performance)</p> <p>Successfully create a melody in keeping with the style of the backing track and describe how their melodies were created. (appraising, experimentation)</p> <p>Compose a standalone piece of music which includes:</p> <ul style="list-style-type: none"> • A time signature • A treble clef • Four, six, eight or 12 bars • The correct notes for the scale and key signature • Rhythmic combinations of semibreves, minims, crotchets, paired quavers, semiquavers and their rests • Expression/dynamics • Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end. • A melody that starts and ends on note one. (appraising, experimentation, performance) • A description of how their melodies were created. (appraising)
<p>Performing (Perform the Song) Elements: Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure</p> <p>Children will:</p>	<p>Know that a performance is sharing music. (appraising)</p> <p>Perform any of the nursery rhymes by singing and adding actions or dance. (performance)</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part. (performance)</p> <p>Move to the sound of instruments, eg walk, jump, hop to the sound of a beating drum. (performance)</p> <p>Combine moving, singing and playing instruments, eg marching, tapping a drum whilst singing. (performance)</p> <p>Move in time to the pulse of the music being listened to and physically responds to changes in the music, eg jump in response to loud/sudden changes in the music. (appraising, experimentation, performance)</p> <p>Replicates familiar choreographed dances eg</p>	<p>Rehearse a song and perform it to an audience, explaining why the song was chosen. (appraising, performance)</p> <p>Add actions and movement to a song. (experimentation, performance)</p> <p>Perform the song from memory. (performance)</p> <p>Follow the leader or conductor. (performance)</p> <p>Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better. (appraising)</p> <p>When planning, rehearsing, introducing and performing the song:</p> <ul style="list-style-type: none"> • Introduce the performance. • Begin to play tuned and untuned instruments musically within the performance. • Begin to use the voice expressively and creatively by singing simple songs. 	<p>Rehearse a song and then perform it to an audience, explaining why the song was chosen. (appraising, performance)</p> <p>Show a simple understanding of the Musical Spotlight, and how they have influenced the performance. (appraising, performance)</p> <p>Perform the song from memory. (performance)</p> <p>Continue to play tuned and untuned instruments musically within the performance. (performance)</p> <p>Continue to use the voice expressively and creatively by singing simple songs. (performance)</p> <p>Continue to play together as a group /band /ensemble. (performance)</p> <p>Talk about the performance afterwards; saying what they enjoyed and what they think could have been better. (appraising)</p>	<p>Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence. (experimentation, performance)</p> <p>Explain why the song was chosen. (appraising)</p> <p>Show their understanding of the Musical Spotlight and Social Question, and how they have influenced their performance. (appraising, performance)</p> <p>Talk about the strengths of the performance, how they felt and what they would like to change. (appraising)</p> <p>Introduce the performance with an understanding of what the song is about and comment on any other relevant connections. (appraising, performance)</p> <p>Include any actions, instrumental</p>	<p>Rehearse and enjoy the opportunity to share what has been learnt in the lessons. (appraising, performance)</p> <p>Perform, with confidence, a song from memory or using notation. (performance)</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. (performance)</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. (appraising, experimentation, performance)</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song. (appraising)</p> <p>Communicate the meaning of the words and</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience. (appraising, experimentation, performance)</p> <p>Perform in smaller groups, as well as with the whole class. (performance)</p> <p>Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra. (performance)</p> <p>Perform from memory or with notation, with confidence and accuracy. (performance)</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. (appraising, experimentation, performance)</p> <p>Explain why the song was chosen, including its composer and the historical and cultural</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience, with a detailed understanding of the musical, cultural and historical contexts. (appraising, experimentation, performance)</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. (performance)</p> <p>Perform from memory or with notation. (performance)</p> <p>Understand the value of choreographing any aspect of a performance. (appraising, experimentation, performance)</p> <p>Understand the importance of the performing space and how to use it. (appraising)</p> <p>Rehearse and lead parts of the performance, individually or as a group. (appraising, experimentation, performance)</p> <p>Record the performance and compare it to a previous one. (appraising)</p>

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	<p>imitates dance and movements associated with pop songs. (appraising, performance)</p> <p>Choreographs his or her own dances to familiar music, individually, in pairs/small groups. (experimentation, performance)</p>	<ul style="list-style-type: none"> Begin to play together as a group /band /ensemble. (appraising, performance) 		<p>parts/improvisatory ideas/composed passages within the rehearsal and in the performance. (appraising, experimentation, performance)</p> <p>Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment, etc. (appraising)</p>	<p>articulate them clearly. (performance)</p> <p>Reflect on the performance and how well it suited the occasion. (appraising)</p> <p>Discuss and respond to any feedback; consider how future performances might be different. (appraising)</p>	<p>context of the song. (appraising)</p> <p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece. (appraising)</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance. (appraising)</p> <p>Collect feedback from the audience and reflect on how future performances might be different. (appraising)</p>	<p>Collect feedback from the audience and reflect on how the audience believed in/supported the performance. (appraising)</p> <p>Discuss how the performance might change if it were repeated in a larger/smaller performance space. (appraising)</p>
<p>THE HISTORY OF MUSIC</p>	<p>See HISTORY OF MUSIC chronology</p> <p>See Music for assemblies file</p>						