




EAD- Music	
N3/4	<ul style="list-style-type: none"> • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Reception	<ul style="list-style-type: none"> • 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. • Develop storylines in their pretend play. • Explore and engage in music making and dance, performing solo or in groups.
ELG	<p>ELG: Being Imaginative and Expressive</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Invent, adapt and recount narratives and stories with peers and their teacher; - 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.



Vertical Links. Revisited concepts.	Year 1	Year 2
Singing	<ul style="list-style-type: none"> Sing simple songs, chants and rhymes (e.g. <i>Boom Chicka Boom, Hey you! Banana rap</i>) from memory. To find their singing voice and use their voices confidently. Singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in. Sing a wide range of call and response songs (e.g. <i>Pretty Trees Around the World</i> from <i>Rhythms of Childhood</i>), to control vocal pitch and to match the pitch they hear with accuracy. 	<ul style="list-style-type: none"> Sing songs regularly with a with increasing vocal control. Sing songs with a small pitch range (e.g. <i>Rain, Rain Go Away</i>), pitching accurately. High and low voices. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow). Respond to leaders' directions and visual symbols. Sing songs expressively.
Listening and Appraisal	<ul style="list-style-type: none"> Enjoy listening to music from other parts of the world. Start to use musical words when talking about music. Understand what pulse, rhythm and pitch mean. Find the pulse of a song. Pay attention when my friends talk about the music we have listened to and show respect. 	<ul style="list-style-type: none"> Discuss the music I listen to by using the words: pulse, pitch, rhythm and dynamics. Sometimes recognise where in the world music comes from. Sometimes identify the style of music. Discuss what musical instruments I can hear in a piece of music.
Composing	<ul style="list-style-type: none"> Make up simple rhythms, sound effects and vocal chants. Feel confident in playing my improvisations to the class. Recognise how graphic notation can represent created sounds. Explore and invent own symbols, for example:  	<ul style="list-style-type: none"> Enjoy creating and exploring sounds that my instrument makes. Make up simple improvisations on my own. Make up a rhythm with my group and then add notes to it. Feel confident using up to 3 notes when improvising. 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.
Musicianship and Performing Pulse/Beat Rhythm Pitch	<ul style="list-style-type: none"> Use body percussion, classroom percussion and tuned instruments to make repeated rhythm patterns. Respond to the pulse of music. (Walking, clapping, jumping). Perform copycat rhythms, repeating rhythm patterns and word pattern chants. Compare high and low sounds. Sing songs in high and low voices. Understand that we have to work as a team when we perform. Confidently perform in front of my friends. Understand that the audience needs to hear our performance. Pay attention when my friends are performing and show respect. 	<ul style="list-style-type: none"> Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo (speed). Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. Create rhythms using word phrases as a starting point (e.g. <i>Hel-lo Si-mon</i> or <i>Can you come and play?</i>). Read, respond and create to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. Understand that thinking about pulse, pitch, rhythm, and dynamics can improve my performance. Discuss what went well in my own and my friend's performance and can suggest improvements for next time.



**Whole School Progression in Skills: Music
Charanga and Music Model Curriculum**

Vertical Links. <i>Revisited concepts.</i>	Year 3	Year 4	Year 5	Year 6
Singing	<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 (e.g. Extreme Weather), tunefully and with expression. Perform forte and piano, loud and soft. Perform actions confidently and in time to a range of action songs Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Perform as a choir. 	<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 as a choir. 	<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"> Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing three- and four-part rounds or partner songs, and experiment with positioning singers randomly within the group – i.e. no longer in discrete parts – in order to develop greater listening skills, balance between parts and vocal independence. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
Listening and Appraisal	<ul style="list-style-type: none"> Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics and tempo. Enjoy listening to a variety of music from all over the world, different times and traditions. Understand that every piece of music has a pulse, but it can be different. Pay attention and show respect when my friends talk about the music we have listened to. 	<ul style="list-style-type: none"> Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics, tempo and timbre. Sometimes place songs in their historical context. Recognise a wider variety of musical instruments. Discuss how a piece of music makes me feel. 	<ul style="list-style-type: none"> Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics, tempo, timbre and structure. Enjoy listening to a variety of music from all over the world, different times and traditions. Easily find the pulse on my own when I am listening to a piece of music. 	<ul style="list-style-type: none"> Discuss the music I listen to by using the words: pulse, pitch, rhythm, dynamics, tempo, timbre, structure and texture. (interrelated dimensions of music) Place pieces of music in their historical context. Confidently recognise/identify different style indicators and different instruments.
Composing • Improvise • compose	<ul style="list-style-type: none"> Create simple improvisations with my voice and instruments (tuned or un-tuned) in small groups, whole class situations and as an individual. Understand that when I improvise, I make up my own tune and rhythm with notes that are given to me. Make up and compose simple rhythmic patterns using different stimuli. 	<ul style="list-style-type: none"> Understand that if we write down our improvisations, they become composition. Improvise confidently on the instrument they are learning (Samba percussion/drums). Make up more complex rhythms thinking about the pulse. 	<ul style="list-style-type: none"> Feel confident creating improvised melodies with my voice and instrument. Feel confident improvising on my own and in a group. Use a range of 5 notes to improvise with. 	<ul style="list-style-type: none"> Explain clearly what improvisation is. Use a wide range of notes to improvise with, choosing ones that will sound right. Create music with multiple sections that include repetition and contrast. Feel confident using harder rhythms which lead to harder melodies.
Performing/Instrumental Performances	<ul style="list-style-type: none"> Understand that thinking about pulse, pitch, rhythm, dynamics, and tempo can improve my performance. Develop facility in playing tuned percussion (glockenspiel) using small range as a whole class or in small groups. Understand that when we perform as a group, we must listen to each other carefully and follow our leader. Feel confident and can confidently perform to an audience. 	<ul style="list-style-type: none"> Understand that everyone has a responsibility when performing to an audience. Take on several roles when performing a song (sing and play an instrument). Show the feeling and meaning of a song to the audience. Give feedback about performances using technical language. 	<ul style="list-style-type: none"> Explain why we work together in an ensemble and what it means to do so. Be confident in my role within a performance and I feel secure in my class ensemble. Feedback to a peer's performance using technical language. Sing in tune pronouncing words correctly. 	<ul style="list-style-type: none"> Use the interrelated dimensions of music to make my performance better. Explain why it is important to think about the audience when we are performing. Self-assess a recording of my own performance to make it better for next time.



	<ul style="list-style-type: none"> Assess my own and a friends performance and discuss what we can do better. Understand why we warm up our voices. 	<ul style="list-style-type: none"> Understand how to breathe properly whilst singing. Develop facility in the basic skills of a selected musical instrument. 		
KS3: Year 7				
Singing	<ul style="list-style-type: none"> Sing regularly from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and dynamic contrast. • Sing three- and four-part rounds, transposing music according to the needs of the class. • Create opportunities for engendering a sense of performance, whether that be in front of an audience, in the community or through recordings to be shared on virtual platforms. 			
Listening and Appraising	<ul style="list-style-type: none"> Develop the technical ability to identify the use of musical elements Using music from the list of suggested repertoire or repertoire chosen by each school, Year 7 pupils should be re-introduced to the meaning of the elements specified on page 8 and their realisation in sound. Develop understanding of the meaning and purpose of music being listened to • See questions on page 9: • Where does the music come from? • When was it first written/performed? Do we know? • Was the music written for a particular reason? • What else was going on in the world at the time, and did these factors influence the piece? • How is this music expressive? What techniques are used to communicate its expressive intent? • What is your subjective/personal reaction to the music? How does this interact with any objective meaning the music might have?. This list of music builds on the listening examples at Key Stages 1 and 2 as a way to develop Technical and Expressive listening. Brief contextual information on each piece can be found in Appendix 4 			
Composing	<ul style="list-style-type: none"> Develop understanding of composition through one of/a combination of: 'Song' Writing (with or without lyrics) • Play chord sequences from a range of familiar songs as compositional models. • Compose chords sequences on the keyboard or guitar in C major or A minor using mainly primary chords. Compose bass lines using the root note of each chord. • Create melodic song-lines shaped by lyrics and/or harmonic intention. Programme Music • Play given chord sequences as examples of harmonic effect. • Compose chord sequences on the keyboard or guitar in C major or A minor. • Explore melodic line and simple structural ideas, e.g. ABA. 17 Melody and Accompaniment • Compose melodies using vocal or instrumental improvisation, bearing in mind phrase structure. • Harmonise the cadence points of these phrases. Improvise • Improvise new musical ideas over (a) a drone, (b) a chord sequence(s) or (c) over a groove within a given key. This can be done in pairs, as a group or using sequencing software via a Digital Audio Workstation. • Explore D minor and the pentatonic minor starting on D. 			
Performing/Instrumental Performances	<ul style="list-style-type: none"> Instrumental Performance The MMC sets out two models of progression in instrumental performance as examples of how pupils may develop their skills and understanding over the Key Stage. These should be followed alongside a clear emphasis on expressive quality. Some pupils will already have some facility on their instruments and these lessons should be used to broaden their skills at sight-reading, transposition, composing, improvisation or harmonisation. The inclusion of riffs, bass lines and arrangement of parts will allow all learners to take part and to make meaningful progress. It is assumed that these instruments will then be the vehicle for creative work as laid out in Composition in Year 7. Keyboard Class Brass Band2 • Learn to find notes on the keyboards. • Play rhythmically simple melodies on keyboard instruments, following staff notation written on one staff. • Use notes within a range of a 5th transposed into C major or A minor. • See example repertoire on page 14. • Play melodies on brass instruments learnt aurally or using staff notation on one staff. Develop lip flexibility and tonguing, and increase range from a 5th to a 9th using the keys of Bb major and C minor. • See example repertoire on page 12. Reading Notation • See table on page 13. • Read and play short rhythmic phrases at sight, using conventional symbols for known rhythms and note durations. • Read simple phrases using pitch and rhythmic notation on the treble clef containing melodies that move mostly in step. 			