



Haughton St. Giles C.E. Primary Academy

"Dream to Achieve"



Music Coverage Overview

“The true beauty of music is that it connects people. It carries a message and we, the musicians are the messengers” – Roy Ayers

EYFS Coverage Overview Guide provides a teaching sequence and estimated coverage of the National Curriculum.

KS1/2 Progression Grids outlines the teaching sequence and the specific knowledge and skills which pupils are expected to learn in each year.

Musical Vocabulary Progression Grids, outline the specific vocabulary underpinning the musical knowledge.

Children will have a **positive learning experience** immersed in a **musically rich environment**; where children will feel safe and secure to **work collaboratively, making music** which has an impact on their social and emotional wellbeing as well as preparing them for a lifetime of music making.

Children will be **exposed to different music**, will **try different musical instruments**, will learn to be resilient when learning new musical skills and **feel accomplished when performing**. Each year highly skilled music teachers will build upon prior knowledge and revisit skills continuously within different musical context year on year, to ensure pupils have learnt and retained the knowledge needed.

EYFS: Development Matters

Music Coverage in Specific Areas

Expressive Arts and Design

1. Explore, use and refine variety of artistic effects to express their ideas and feelings.
2. Return to and build on their previous learning, refining ideas and developing their ability to represent them.
3. Create collaboratively, sharing ideas, resources and skills.
4. Listen attentively, move to and talk about music, expressing their feelings and responses.
5. Watch and talk about dance and performance art, expressing their feelings and responses.
6. Sing in a group or on their own, increasingly matching the pitch and following the melody.
7. Explore and engage in music making and dance, performing solo or in a group.

ELG: Being Imaginative and Expressive

- 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.

Communication and Language

8. Understand how to listen carefully and why listening is important.
9. Listen carefully to rhymes and songs, paying attention to how they sound.
10. Learn rhymes, poems and songs.

Physical Development

11. Develop their small motor skills so that they can use a range of tools.

Coverage Overview Guide EYFS

Supporting the ethos of the EYFS

Week	1	2	3	4	5	6	7	8	9	10	11	12	13	14		
Autumn	Getting to know you How can we express how we feel? How do we listen? Lets listen to rhymes / poems/ songs			Singing in unison Listening to each other Listening to music of different lengths Lets join in - singing and chanting Recognition of visual signs of when to start and when to stop music												
Spring	Lets Move Moving to music / dance Actions to songs Explore tempo						Lets make some noise Percussion Instruments Instrument control Building confidence Learning about dynamics Body percussion									
Summer	Lets Perform Consolidation of pervious skills															

In addition, music will be incorporated throughout the EYFS curriculum.

Music Skills Progression: KS1

National Curriculum Content	<p>KEY STAGE 1 Pupils should be taught to:</p> <p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>Play tuned and untuned instruments musically.</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Use technology to support learning where appropriate.</p>	
	Year 1:	Year 2:
Performing	<p>Explore making different sounds with the voice and instruments.</p> <p>Show an understanding of pulse.</p> <p>Sing and chant songs and rhymes in unison.</p> <p>Begin to sing in tune using melodies that move mainly by step and include small intervals.</p> <p>Start and stop at the appropriate time.</p> <p>Follow a leader when performing as a group.</p> <p>Recognise visual signs for start, stop, mime actions, sing in your head.</p> <p>Putting actions to songs.</p> <p>Playing a pitched note/drone to accompany a song.</p>	<p>Perform a simple melody using voice and/or instruments.</p> <p>Perform with a strong sense of pulse.</p> <p>Start to understand the difference between pulse and rhythm.</p> <p>Perform, demonstrating use of dynamics, pitch and tempo.</p> <p>Play simple rhythms.</p> <p>Sing in tune within a limited pitch range up to an octave.</p> <p>Develop an awareness of diction when singing.</p> <p>Sing/chant in unison and with a simple second part.</p> <p>As part of a group, maintain an ostinato/drone with the voice or on instruments.</p> <p>Perform and interpret a piece using simple notation.</p> <p>Follow a conductor and recognise visual signs for start, stop, mime actions, sing in your head.</p>
Composing and Improvising	<p>Say words/rhymes and clap/play to create simple rhythmic patterns.</p> <p>Improvise a rhythm/sound over a given number of beats.</p> <p>Add sound effects to a story.</p> <p>Make a piece of music to illustrate a character or mood.</p> <p>Respond to music through movement.</p> <p>Understand simple graphic notation – one sign for a sound or group of sounds.</p>	<p>Use simple pitch and rhythm patterns to develop a structure for a short piece.</p> <p>Improvise a rhythm/sound over a given number of beats.</p> <p>Begin to recognise how music will fit a topic/theme.</p> <p>Experiment with different timbres to create effects.</p> <p>Recognise and begin to use contrasts in dynamics, tempo or pitch in a simple composition.</p> <p>Respond to music through movement.</p> <p>Notate a composition using simple graphic notation.</p> <p>Understand that music can be notated in different ways.</p> <p>Compose a piece with a beginning, middle and end.</p>
Aural Awareness and Theoretical Knowledge	<p>Listen to and experiment with vocal and instrumental sounds.</p> <p>Copy back simple rhythmic patterns and melodies.</p> <p>Recognise duration as being long or short.</p> <p>Recognise pitch as high or low.</p> <p>Recognise different articulations e.g. smooth and detached.</p> <p>Feel if the tempo is fast or slow by responding to the pulse.</p> <p>Recognise differences in dynamics as loud or soft.</p>	<p>Begin to recognise the sounds of different instruments (timbre) with an understanding of how sounds are produced.</p> <p>Sing and recognise simple melodic shapes and patterns.</p> <p>Take a lead in activities that involve imitation or call and response.</p> <p>Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities.</p> <p>Recognise groups of instruments.</p>
Reflecting and Evaluating	<p>Comment on own performances and compositions.</p> <p>Describe how the music makes them feel and why.</p> <p>Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm and pitch.</p>	<p>Talk about own and peers' work and make simple suggestions for improvement.</p> <p>Discuss how the music makes them feel and why.</p> <p>Describe music and sounds in simple terms using basic musical vocabulary including pulse/beat, rhythm/duration and pitch.</p>

Music Skills Progression: LKS2

National Curriculum Content	<p>KEY STAGE 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> • Sing and play musically with increasing confidence and control. • Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. • 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. • Use technology to support learning where appropriate. 	
	<p>Year 3:</p>	<p>Year 4:</p>
Performing	<p>Play a simple melody with technical control of the instrument/voice to create a pleasing sound. Perform, demonstrating changes in dynamics, pitch, tempo and articulation. Demonstrate the difference between pulse and rhythm. Clap or tap a pulse whilst speaking/playing/improvising a rhythm/song. Understand and respond to visual cues for starting and stopping. Direct others to start and stop using gestures and can follow a conductor. Maintain a second part in a vocal or instrumental piece (e.g. partner songs and rounds). Sing rhythmically and expressively using a limited range of notes of approximately an octave with increased control.</p>	<p>Demonstrate awareness of the need for good posture and diction whilst singing in order to maintain a pleasing sound. Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. Perform using a range of rhythmic/melodic notation and/or from graphic notation including crotchet, quaver, minim, semibreve, semiquaver. Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away. Direct others to start and stop using gestures and can follow a conductor. Maintain a third part in a vocal or instrumental piece showing an understanding of texture (e.g. partner songs, rounds and simple part harmony). Continue to sing rhythmically and expressively using a range of approximately an octave with increased control.</p>
Composing and Improvising	<p>Make four-bar rhythms in groups, pairs or individually. Improvise with increasing confidence. (e.g. using 2 – 3 notes). Contribute ideas to a group composition, playing own part. Choose instruments and playing techniques to accurately depict story, mood or character showing an awareness of timbre. Add pitch names to rhythmic notation to make melodies. Understand how changes in pitch can be shown on either graphic score and staff notation. Understand graphic scores and how more than one sound can play at a time to create texture. Start to understand simple rhythmic notation including crotchet, quaver, minim, semibreve.</p>	<p>Construct a piece with a simple structure (e.g. Binary or Ternary). Improvise with increasing confidence (e.g. using 2 – 3 notes). Add own words to an existing tune to make a new song. Make soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures. Add pitch names to rhythmic notation to make more complex melodies. Begin to show an awareness of how changes in pitch can be shown on a staff. Work independently within a group composition showing thought in selection of instruments and playing techniques and understanding the effect of timbre and texture, including adding a drone. Use ICT to compose.</p>
Aural Awareness and Theoretical Knowledge	<p>Recognise and describe how sounds are made on different instruments. Sing and recognise short melodic shapes and rhythmic patterns from memory. Continue to develop an awareness of pulse, duration, pitch, tempo, dynamics and articulations in all activities. Recognise different metres (e.g. 3 time and 4 time).</p>	<p>Recognise and describe how sounds are made and changed on different instruments and how this groups them into instrumental families. Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation. Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations. Recognise simple structures in the music that is being performed or listened to (e.g. phrases, Binary, Ternary, Verse-Chorus). Recognise different metres (e.g. 2, 3 or 4 time).</p>
Reflecting and Evaluating	<p>Make constructive comments on own and others' music to develop compositions and performances. Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians. Begin to recognise how composers use the inter-related dimensions of music to create effects and mood.</p>	<p>Make constructive comments on own and others' music to develop compositions and performances discussing some of the inter-related dimensions of music. Use active listening to make simple connections and comparisons between own compositions and performances, and those of other musicians. Identify how composers use the inter-related dimensions of music to create effects and mood. Ask questions about music in other cultures and traditions.</p>

Music Skills Progression: UKS2

National Curriculum Content	<p>KEY STAGE 2 Pupils should be taught to:</p> <ul style="list-style-type: none"> • Sing and play musically with increasing confidence and control. • Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. • 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. • Use technology to support learning where appropriate. 	
	<p>Year 5:</p>	<p>Year 6:</p>
Performing	<p>Demonstrate awareness of the need for good posture, breathing and diction whilst singing in order to maintain a pleasing sound.</p> <p>Sing and play with an understanding of how the interrelated dimensions of music affect the performance and its impact on the audience.</p> <p>Perform using a range of rhythmic and melodic notation combining the inter-related dimensions of music.</p> <p>Understand and respond to visual cues for starting and stopping, and/or fading away, tempi, dynamics and articulation.</p> <p>Maintain a third part in a vocal or instrumental piece showing an understanding of texture.</p> <p>Direct others to start and stop using gestures or counting in, setting tempi and dynamics.</p> <p>Perform a solo part within a group.</p>	<p>When singing, show greater mastery and control of tone, diction, posture and breathing consistently.</p> <p>Use the interrelated dimensions of music when singing and playing in a variety of styles.</p> <p>Maintain a third part in a vocal or instrumental piece with an understanding of harmony and texture.</p> <p>Perform using a range of rhythmic and melodic notation to play a variety of ostinati and simple pieces or songs, including expression and articulations.</p> <p>Understand and respond to visual cues for starting and stopping, sustaining sounds, ending words with clear consonant sounds and/or fading away, tempi, dynamics and articulation with greater accuracy.</p> <p>Direct others to start and stop using gestures or counting in, setting tempi and dynamics, articulation and show how to change these within a piece.</p>
Composing and Improvising	<p>Construct a piece with a simple structure (e.g. Binary or Ternary, Verse-Chorus, Intro/Outro).</p> <p>Improvise with increasing confidence (e.g. using a scale pattern).</p> <p>Use scale patterns to construct melodies, understanding pitch direction, movement by step and leap and knowing names of notes.</p> <p>Compose showing sensitivity to mood/time/location through use of inter-related dimensions of music, experimenting with the use of harmony to create texture.</p> <p>Works independently within a group composition showing thought in selection of instruments and playing techniques.</p> <p>Is beginning to compose using conventional notation for rhythms and/or pitch.</p> <p>Use ICT for recording/refining compositions.</p>	<p>Construct a piece with a more complex structure (e.g. Rondo, Twelve-bar Blues).</p> <p>Improvise with increasing confidence. (e.g. using a scale pattern).</p> <p>Can use different scale patterns to construct melodies (e.g. major, minor, pentatonic).</p> <p>Compose showing sensitivity to mood/time/location through use of inter-related dimensions of music, including experimenting with harmonies and chords to create texture.</p> <p>Works independently within a group composition showing thought in selection of instruments and playing techniques.</p> <p>Notate compositions using a variety of methods, incorporating the inter-related dimensions of music.</p> <p>To create a piece using ICT (ie garage band).</p>
Aural Awareness and Theoretical Knowledge	<p>Recognise and identify instrumental families aurally.</p> <p>Memorise more complex rhythmic and melodic patterns and match conventional notation/graphic pitch notation.</p> <p>Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</p> <p>Recognise simple structures in the music that is being performed or listened to (e.g. Binary, Ternary, Verse-Chorus, Rondo, Variation, 12-Bar Blues).</p> <p>Compare and discuss differences in performances of the same piece of music.</p> <p>Recognise a variety of metres.</p>	<p>Recognise and identify instrumental families aurally, including instruments from different genres, cultures and traditions, comparing and contrasting them with their own musical practices and experiences.</p> <p>Memorise more complex rhythmic and melodic patterns and match to conventional notation.</p> <p>Continue to develop an awareness of the inter-related dimensions of music, pulse and articulations.</p> <p>Recognise structures in the music that is being performed or listened to (Rondo, Variation, Twelve Bar Blues, Ternary, Verse-Chorus, Intro/Outro, through-composed).</p> <p>Compare and discuss differences in performances of the same piece of music.</p> <p>Recognise a variety of metres.</p>
Reflecting and Evaluating	<p>Make constructive comments on own and others' music to develop compositions and performances making use of inter-related dimensions of music.</p> <p>Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</p> <p>Recognise how music reflects its purpose, place and time including other cultures, traditions and a variety of genres.</p> <p>Discuss music in subjective and objective terms using musical vocabulary.</p>	<p>Make constructive and refined comments on own and others' music to develop compositions and performances using the full range of inter-related dimensions of music.</p> <p>Use active listening to make simple connections and comparisons between own compositions and performances, identifying the use of musical devices (e.g. Canon, Ostinato, Repetition, Sequence).</p> <p>Recognise how music reflects its purpose, place and time, including other cultures and traditions, and relating it to own cultures, traditions and experiences</p> <p>Confidently use a wide range of musical vocabulary.</p>

Music Skills Progression: Percussion– Glockenspiel

<p>Resources</p> <p>An instrument for each child</p> <p>ICT resources</p> <p>Equipment to record children's progress</p> <p>Rhythm Flash Cards</p>	<p>Term 1 – Let's Go</p> <p>In this Unit children learn to play their instrument with a secure technique and will develop their singing ability to be able to use the voice with control. They will begin to perform simple rhythmic and melodic patterns in time with a secure beat and understand the difference between rhythm and pulse. They will start to use simple notation and explore some of the inter-related dimensions of music such as tempo, duration, dynamics and pitch. Aural skills will be developed through the voice and instrument.</p>	<p>Term 2 – The Class Orchestra</p> <p>This Unit develops the children's ability to create, combine and perform rhythmic and melodic material as part of a class performance. The pupils will develop their composition and improvisation skills and in performance they will maintain their own parts with confidence. Notation will be used to support musical learning. Aural skills will be developed further through a range of more complex activities and games. They will be able to begin to demonstrate knowledge of the interrelated dimensions of music on their instrument and vocally.</p>	<p>Term 3 – On With The Show!</p> <p>This Unit develops and demonstrates the children's ability to take part in a class performance with confidence, expression and control. The children plan, sing, compose and play instrumental pieces in order to achieve a quality class performance. They will embed a secure instrumental technique and produce a pleasing musical sound. Their knowledge of the interrelated dimensions of music will be more secure and their aural skills will continue to develop. They will show more confidence in reading notation and use this to learn pieces for their concert.</p>
<p>Skills Development</p> <p>(based on En-trust Music Service Musical Skills Progression Map)</p>	<p>Demonstrate awareness of the need for good posture and diction whilst singing and playing in order to maintain a pleasing sound</p> <p>Begin to demonstrate a secure pulse and understanding of rhythm</p> <p>Perform simple phrases using conventional rhythmic/melodic notation including crotchet, quaver, minim</p> <p>Understand and respond to visual cues for starting/stopping, loud/quiet and fast/slow</p> <p>Begin to maintain a simple part in a whole class performance</p> <p>Recognise and describe how sounds are made and changed on the instruments</p> <p>Begin to explore simple improvisation using one note/rhythms</p> <p>Memorise rhythmic and melodic phrases</p> <p>Begin to develop an awareness of the interrelated dimensions of music, pulse and articulations</p> <p>Explore simple changes of metre through a variety of pieces</p> <p>Make constructive comments about own and others' work to make improvements to the quality of the sound and technique</p> <p>Listening to a variety of music from different periods, countries, cultures and genres</p>	<p>Play with a consistently pleasing sound and demonstrate a good technique both on the instrument and vocally</p> <p>Play with a sense of pulse in time with backing tracks and other pupils</p> <p>Begin to show an awareness of how changes in pitch can be shown on a stave and use notation to learn simple melodic phrases</p> <p>Follow a conductor during whole class performances and small group compositions</p> <p>Maintain a second or third part in a vocal or instrumental piece showing an understanding of texture (partner songs, ostinati, rounds)</p> <p>Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures</p> <p>Improvise with increasing confidence using 2 – 3 notes/more varied rhythms</p> <p>Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation</p> <p>Continue to develop an awareness of the interrelated dimensions of music, pulse and articulations</p> <p>Recognise different metres (e.g. 2, 3 or 4 time).</p> <p>Through self-assessment, make changes to technique and compositions in order to improve the quality of the music that is produced</p> <p>Listening to a variety of music from different periods, countries, cultures and genres</p>	<p>Play with a well-established instrumental technique to produce a consistent sound using more complex techniques</p> <p>Play as part of a class ensemble with confidence and a secure pulse</p> <p>Learn new pieces by using standard stave notation</p> <p>Follow a variety of conductors including other teachers and pupils to play together as a group</p> <p>Perform pieces with two or three parts with confidence and accuracy to create a layered piece</p> <p>Compose and layer simple ostinati to create an accompaniment for a song</p> <p>Improvise more than 1 bar of music with confidence</p> <p>Use aural skills to match sound and notation patterns</p> <p>Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience.</p> <p>Recognise changes in metre aurally and through movement</p> <p>Make constructive comments on own and others' music to develop compositions and performances discussing some of the interrelated dimensions of music</p> <p>Listening to a variety of music from different periods, countries, cultures and genres</p>
<p>Instrument specific skills</p> <p>(based on En-trust Music Service Assessing Musical Progress levels)</p>	<p>Beginner Level</p> <p>Learn about instrument care</p> <p>Recognise and show good posture – feet apart, straight back, holding sticks correctly (matched grip for glockenspiel)</p> <p>Be able to play simple patterns with alternating strokes just past the centre of the bars on the glockenspiel.</p> <p>Produce controlled sounds when performing a simple piece</p> <p>Know the names of the all notes (C to C) and how to locate them on the glockenspiel</p> <p>Play simple tunes and patterns using 3 to 4 notes, moving mainly by step, using both beaters.</p> <p>Play in time to the beat and demonstrate the difference between pulse and rhythm</p> <p>Create their own short phrase using pitch and rhythm</p> <p>Recognise sounds as high/low, loud/quiet, fast/slow, long/short</p> <p>Identify why some sounds are more successful than others</p> <p>Learn about simple graphic and traditional notations</p>	<p>Working Towards Improver Level</p> <p>Perform a short piece demonstrating good posture</p> <p>Begin to develop a pleasing sound and be able to play long and short sounds at two or more dynamic levels with control</p> <p>Perform a variety of tunes, extending the range to 5 or 6 notes, moving by step and leap, using both beaters</p> <p>Perform a variety of pieces from simple notation</p> <p>Repeat a simple melody by singing or playing</p> <p>Create simple patterns with increasing confidence and accuracy</p> <p>Perform more complex ostinati using different metres</p> <p>Work with confidence in small groups to improve work, compose, improvise and develop technique</p> <p>Use the instrument creatively to produce sounds effects and perform ideas</p> <p>Identify the challenges in a new piece with support of the teacher</p>	<p>Improver Level</p> <p>Perform a short piece demonstrating good posture, showing a relaxed approach and a comfortable/efficient grip</p> <p>Produce a pleasing sound on glockenspiel, showing an awareness of different dynamics and articulation</p> <p>Perform a variety of tunes, extending the range to approximately an octave and using both beaters</p> <p>Read simple rhythmic and melodic notation to perform pieces</p> <p>Perform a selection of pieces from memory</p> <p>Copy back more complex phrases and identify the note lengths used by name</p> <p>Lead call and response exercises using pitch and rhythm</p> <p>Use the instrument to create short phrases and pieces</p> <p>Identify ways to improve technical aspects of performance</p> <p>Perform to an audience to celebrate achievements</p>
<p>Suggested Repertoire</p>	<p>DeeCee's Blues - Charanga</p> <p>Mardi Gras Groovin' – Charanga</p> <p>DEFinately – Charanga/PowerPoint</p> <p>Jingle Bells - Challenge for multiple notes</p> <p>Ignition</p> <p>Clicks and Sticks – Glocks and Drums</p>	<p>Composition Project</p> <p>Rigadoon – Charanga - Glocks</p> <p>Mamma Mia – Charanga</p> <p>Little Gnat – Charanga</p> <p>Blast Off! – Sharepoint -Glocks</p> <p>Doubling Up and Doubling Down – Sharepoint - Glocks</p>	<p>Bacharach Anorak – PowerPoint on Sharepoint - Glocks</p> <p>Into Orbit</p> <p>Sing and play – charanga performance</p> <p>Review pieces from the year for celebration</p>

Music Skills Progression: Strings– Violin

<p>Resources</p> <p>An instrument for each child ICT resources Equipment to record children's progress Rhythm Flash Cards</p>	<p><u>Term 1 – Let's Go</u></p> <p>In this Unit children learn to play their instrument with a secure technique and will develop their singing ability to be able to use the voice with control. They will begin to perform simple rhythmic and melodic patterns in time with a secure beat and understand the difference between rhythm and pulse. They will start to use simple notation and explore some of the inter-related dimensions of music such as tempo, duration, dynamics and pitch. Aural skills will be developed through the voice and instrument.</p>	<p><u>Term 2 – The Class Orchestra</u></p> <p>This Unit develops the children's ability to create, combine and perform rhythmic and melodic material as part of a class performance. The pupils will develop their composition and improvisation skills and in performance they will maintain their own parts with confidence. Notation will be used to support musical learning. Aural skills will be developed further through a range of more complex activities and games. They will be able to begin to demonstrate knowledge of the interrelated dimensions of music on their instrument and vocally.</p>	<p><u>Term 3 – On With The Show!</u></p> <p>This Unit develops and demonstrates the children's ability to take part in a class performance with confidence, expression and control. The children plan, sing, compose and play instrumental pieces in order to achieve a quality class performance. They will embed a secure instrumental technique and produce a pleasing musical sound. Their knowledge of the inter-related dimensions of music will be more secure and their aural skills will continue to develop. They will show more confidence in reading notation and use this to learn pieces for their concert.</p>
<p><u>Skills Development</u></p> <p>(based on Entrust Music Service Musical Skills Progression Map)</p>	<p>Demonstrate awareness of the need for good posture and diction whilst singing and playing in order to maintain a pleasing sound Begin to demonstrate a secure pulse and understanding of rhythm Perform simple phrases using conventional rhythmic/melodic notation including crotchet, quaver, minim Understand and respond to visual cues for starting/stopping, loud/quiet and fast/slow Begin to maintain a simple part in a whole class performance Recognise and describe how sounds are made and changed on the instruments Begin to explore simple improvisation using one note/rhythms Memorise rhythmic and melodic phrases Begin to develop an awareness of the interrelated dimensions of music, pulse and articulations Explore simple changes of metre through a variety of pieces Make constructive comments about own and others' work to make improvements to the quality of the sound and technique Listening to a variety of music from different periods, countries, cultures and genres</p>	<p>Play with a consistently pleasing sound and demonstrate a good technique both on the instrument and vocally Play with a sense of pulse in time with backing tracks and other pupils Begin to show an awareness of how changes in pitch can be shown on a staff and use notation to learn simple melodic phrases Follow a conductor during whole class performances and small group compositions Maintain a second or third part in a vocal or instrumental piece showing an understanding of texture (partner songs, ostinati, rounds) Makes soundscapes/descriptive/atmospheric pieces with narrative/through-composed structures Improvise with increasing confidence using 2 – 3 notes/more varied rhythms Memorise rhythmic and melodic phrases and match to conventional/graphic pitch notation Continue to develop an awareness of the interrelated dimensions of music, pulse and articulations Recognise different metres (e.g. 2, 3 or 4 time). Through self-assessment, make changes to technique and compositions in order to improve the quality of the music that is produced Listening to a variety of music from different periods, countries, cultures and genres</p>	<p>Play with a well-established instrumental technique to produce a consistent sound using more complex techniques Play as part of a class ensemble with confidence and a secure pulse Learn new pieces by using standard staff notation Follow a variety of conductors including other teachers and pupils to play together as a group Perform pieces with two or three parts with confidence and accuracy to create a layered piece Compose and layer simple ostinati to create an accompaniment for a song Improvise more than 1 bar of music with confidence Use aural skills to match sound and notation patterns Sing and play with an awareness of how the interrelated dimensions of music affect the performance and its impact on the audience. Recognise changes in metre aurally and through movement Make constructive comments on own and others' music to develop compositions and performances discussing some of the interrelated dimensions of music Listening to a variety of music from different periods, countries, cultures and genres</p>
<p><u>Instrument specific skills</u></p> <p>(based on Entrust Music Service Assessing Musical Progress levels)</p>	<p><u>Beginner Level</u></p> <p>Learn about instrument care Recognise and show good posture Produce controlled sounds when performing a simple piece both pizzicato and arco Pluck the strings in time to the beat and demonstrate the difference between pulse and rhythm Know the names of all four strings and parts of the instrument Create a short phrase using pitch and rhythm Recognise sounds as high/low, loud/quiet, fast/slow, long/short Identify why some sounds are more successful than others Learn about simple graphic and traditional notations</p>	<p><u>Working Towards Improver Level</u></p> <p>Perform a short piece demonstrating good posture Begin to use the fingers with some confidence to change pitch Begin to develop bowing technique to play long and short sounds and two or more dynamic levels with control Perform a variety of pieces from simple notation Repeat a simple melody by singing or playing Create simple patterns with increasing confidence and accuracy Perform more complex ostinati using different metres Work with confidence in small groups to improve work, compose, improvise and develop technique Use the instrument creatively to produce sounds effects and perform ideas Identify the challenges in a new piece with support of the teacher</p>	<p><u>Improver Level</u></p> <p>Perform a short piece demonstrating good posture, showing a relaxed approach without tension Use fingers with more confidence. Some pupils will play a scale Use the bow with confidence to produce a consistently good sound and a variety of long/short notes and varying dynamics Read simple rhythmic and melodic notation to perform pieces Perform a variety of pieces from memory Copy back more complex phrases and identify the note lengths used by name Lead call and response exercises using pitch and rhythm Use the instrument to create short phrases and pieces Identify ways to improve technical aspects of performance Perform to an audience to celebrate achievements</p>
<p><u>Suggested Repertoire</u></p>	<p>Hand Jive – SharePoint Fast Lane – Charanga Swing Band – Charanga Hey You! – Charanga Drive - Charanga Under Arrest - Charanga Lift Off - Charanga Katie's Waltz – Charanga Raindrops – Charanga Jingle Bells – SharePoint Rudolph – SharePoint</p>	<p>Composition Project Drowsy Maggie – SharePoint Good Better Best – Charanga Drunken Sailor – SharePoint Bobby Shaftoe/This Old Man Tiptoe Boo! – Charanga Rowing Boat – Charanga</p>	<p>Fingers and Feet – Charanga Fit as a Fiddle – Charanga City Lights – Charanga In the Groove – Charanga Gospel Medley – SharePoint Recap of pieces from previous terms for concert preparation and to embed skills</p>

Music Vocabulary Progression

EYFS Teaching Vocabulary

Autumn

Spring

Summer

ELG Skill:

ELG Skills:

ELG Skills:

Listening
Singing
Long
Short
Rhyming
Start
Stop
Pulse
Heart beat

Listening
Singing
Long
Short
Rhyming
Clap
Fast
Slow
Loud
Quite
Instrument
Percussion
Start
Stop
Pulse
Heart beat

Listening
Singing
Long
Short
Rhyming
Clap
Fast
Slow
Loud
Quite
Instrument
Percussion
Start
Stop
Pulse
Heart beat
High
Low

Music Vocabulary Progression

Over Arching Musical Vocabulary

KS1

Listening
Singing
Long
Short
Rhyming
Clap
Tempo: Fast /Slow
Dynamics: Loud / Quite
Instrument
Percussion
Start
Stop
Pulse
Heart beat
Pitch: High /Low
Accelerando / Rallentando
Rhythm

KS2

Duration
Rhyming
Clap
Tempo
Dynamics
Instrument
Percussion
Start
Stop
Pulse
Heart beat
Pitch
Accelerando / Rallentando
Crescendo / diminuendo
Notation
Rhythm
Stave