**Langdon Primary School – Progression in Music (2019)**



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|  | Year R | Years 1 and 2 | Years 3 and 4 | Years 5 and 6 |
| Play and Perform | * Sing Songs and Nursery Rhymes * Perform a Nativity including a range of songs * Explore the sounds that can be created from a range of percussion instruments: roll them, tap them, loud/quiet and long/short sounds. * Play rhythm games using percussion instruments: ‘What’s in the box?’ (Guess the instrument, how it was being played and what it might be made out of.) * Make a percussion instrument and play it individually and with the class. | * Sing a range of songs including rounds * Learn how to play the notes B, A and G on a descant recorder * Play pieces on the recorder using ‘Razzamajazz’ resources. * Play a piece using recorders during an assembly or during The Music Afternoon. | * Sing a range of songs including rounds. Learn a set of songs and perform them with live instruments at ‘The Big Sing’ event in Dover Town Hall. * Play a range of rhythm games designed to motivate students, promote collaboration as an ensemble, improve coordination and the ability to maintain a steady beat. * Learn notes and be able to locate them on an electronic keyboard * Play simple pieces on an electronic keyboard using notes from a chord or melodies. Perform a piece during the School’s Music Afternoon | * Sing a range of songs that include part singing, solos and harmony * Perform a range of show tunes during the upper school production * Learn the correct technique for holding, plucking and strumming a ukulele. * Learn to play the chords: C, G, F, D and A minor. Some will learn to use an island strum. * Play ukulele pieces in small groups and as a class * Perform a class ukulele piece during the School’s Music Afternoon |
| Composition and Notation | * Use percussion instruments to create their own sound scenes. These could be based on the wind, leaves, snow falling, bonfires crackling, the sea, a chick hatching, galloping horses, thunder, hammering etc. * Using percussion instruments, create a class sound poem using the poem ‘The Sound Collector’ by Roger Mc Gough. * In groups, use percussion instruments to create a composition that represents a story that they know well. The story needs to be simple and have definite mood changes. | * Introduce the **treble clef**, **bar lines** and the **stave** when looking at recorder music. * Recognise the notes that they play on the recorder and their position on the stave. * Introduce **crotchet, quaver and crotchet rest**. Link the length of the notes to words: fly, spider, shh! * Look at some simple rhythms (4 beats) and clap them back. * Create some four beat rhythm cards using crotchets, quavers and crotchet rests and be able to clap the rhythms back. | * Learn all treble clef notes within the stave. * Introduce **minim** and **semibreve**. * Be able to locate notes on a piano keyboard. * Compose a piece in a group using the notes of a C major pentatonic scale: C, D, E, G and A. * Create four beat rhythm cards and add note names. Some will write the notes using a stave. * Play the notes on the rhythm cards using a keyboard. Some will be able to combine more than one card. | * Introduce **bass clef**. * Know all treble and bass clef notes within the stave. * Introduce **dotted rhythms** * Be able to recognise how ukulele chords are written and how that translates to where your fingers need to be on the instrument. * As a group, create a composition using ukuleles. The pieces need to include certain features eg. a repetitive chord sequence and a melody. |
| Listening and the History of Music | * Introduce some of the instruments of the orchestra (flute, oboe, clarinet, French horn, bassoon, timpani and strings) through listening to Peter and the Wolf by Prokofiev. * Watch a pantomime performance at the theatre. * Listen to a live musical performance during Art/Music week. | * Listen to some Baroque Music (1600-1750). Vivaldi, Bach, Handel. * Identify features: **long flowing melodic lines, contrast between loud and soft, solo and ensemble, decorative notes (trills and turns.)** * Be able to identify string instruments, woodwind instruments and the harpsichord, recognise their sound. * Watch a pantomime performance at the theatre. * Listen to a live musical performance during Art/Music week. | * Be able to identify the different sections of the orchestra and the conductor. Name instruments in each section. * Listen to some Classical Music (1750-1820). Mozart, Beethoven. * When listening, identify the instrument that is being played. Introduce a few Italian words to describe how the music sounds: **forte, piano, fortissimo, crescendo, legato, diminuendo, adagio, presto.** * Perform with live band during ‘The Big Sing.’ * Watch a pantomime performance at the theatre. * Listen to a live musical performance during Art/Music week. | * Learn about where the ukulele originated from. * Listen to some romantic (1810-1910) and contemporary music. Understand which instruments are being played, describe the mood, use Italian words to describe parts of the music. Find out about the composers: Mahler, Elgar, Rachmaninoff. * Watch a pantomime performance at the theatre. * Listen to a live musical performance during Art/Music week. |