

Langdon Primary School – Progression in Music (Last Reviewed 2023)

	Year R	Years 1 and 2	Years 3 and 4	Years 5 and 6
	At the end of this unit, pupils will know . . .			
Singing	<ul style="list-style-type: none"> Sing simple songs, chants and nursery rhymes from memory. Sing collectively and at the same pitch. Encourage them to respond to visual directions start, stop, loud, quiet and counting in. Eg. <u>Suitable songs from Sing Up:</u> I've got a Grumpy Face (Structure: Call and Response) Row, row, row your boat, Dabbling Ducks (Pitch: ascending, descending) Shake my Sillies Out, Up and Down, Five fine Bumble Bees, Down there under the sea, Slap, Clap, Clap (a rhythmic action song) Bow, bow, bow Belinda (A song with dance actions) Perform a Nativity including a range of songs. 	<ul style="list-style-type: none"> Sing a variety of songs, rounds and rhythmic chants with a pitch range of do-so. Sing a wide range of call and response songs. Songs will include: Caterpillar, Boom Chicka Boom and Kye Kye Kule, Come Dance with Me (Chant/Call and Response), First you make your fingers click, Tongo (songs with actions/requiring coordination) Know the meaning of dynamics (loud = forte, soft = piano, crescendo = getting louder, diminuendo = getting softer) when singing by responding to the teacher's directions. Songs will include: Rubber Chicken, We're Sailing down the river (a song with dance actions), Butterfly so Beautiful, Lollipop Man, Sing this Song (rounds) 	<ul style="list-style-type: none"> Sing a range of songs including rounds and partner songs in different time signatures (2,3,and 4 time) with the range of an octave (do-do). Perform actions confidently. Be able to change tempo when needed. Know the meaning of dynamics (loud = forte, soft = piano, crescendo = getting louder, diminuendo = getting softer) Songs will include: We are singing, Hey Mr Miller, A,B,C,D, Tue Tue, Can you dig that crazy Gibberish? Si, Si, Si, Up the ladder Down the ladder, Just Like a Roman, Roller Ghoster, Nanuma, World in Union, Learn to Swim! Learn a set of songs and perform them with live instruments at 'The Big Sing' event in Dover Town Hall. 	<ul style="list-style-type: none"> Sing a broad range of songs, including those that involve syncopated rhythms, from an extended repertoire with a sense of ensemble and performance. This should include observing phrasing, accurate pitching and appropriate style. Sing three and four-part rounds, partner songs and songs with a verse and a chorus. Songs will include: Danny Boy, Rocky Mountain, I sat next to the Duchess at tea, My Paddle, High Low Chickalo, Ally Ally O, Are you ready? Siyahamba, Touch the Sky, Dona Nobis Pacem, We are the Champions, God Save the King, We Go Together, Be the Change, One Moment One People, There's a Power in the Music.
Musicianship and Performance	<p>Pulse and Beat</p> <ul style="list-style-type: none"> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion (eg. Clapping, tapping, walking) and percussion instruments (shakers, sticks and blocks) playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (chime bars) to maintain a steady beat. <p>Rhythm</p>	<p>Pulse/Beat</p> <ul style="list-style-type: none"> Use body percussion (eg. Clapping, tapping, walking) and percussion instruments (shakers, sticks and blocks) playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (chime bars) to maintain a steady beat. Respond to pulse in recorded/live music through movement and dance. Show the children how to conduct in 4/4 time. 	<p>Pulse, Beat, Rhythm and Pitch</p> <ul style="list-style-type: none"> 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. Activities will feature downbeats, fast (allegro) and slow (adagio) rhythms, pulse and beat. <p>Performance</p> <ul style="list-style-type: none"> Learn notes and be able to locate them on an electronic keyboard. Play simple pieces on an electronic keyboard using notes from a chord 	<ul style="list-style-type: none"> 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 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

	<ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher. • 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.) <p>Pitch</p> <ul style="list-style-type: none"> • Sing songs with low and high voices and talk about the difference in sound. <p>Play a low and high chime bar. Can they sit when they hear the low note and stand for the high?</p>	<ul style="list-style-type: none"> • Watch the teacher conduct in 4/4 time. Can the children clap on beat one, click on beat 3 etc.? Let one of the children lead the conducting. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. o in 2 Maple Leaf Rag by Joplin o in 3 The Elephant from Carnival of the Animals by Saint-Saëns. <p>Rhythm</p> <ul style="list-style-type: none"> • Look at some simple rhythms (4 beats) and clap them back. Repeat rhythms using the recorder. • Create some four beat rhythm cards using crotchets, quavers and crotchet rests and be able to clap the rhythms back. • Introduce crotchet, quaver and crotchet rest. Link the length of the notes to words: fly, spider, shh! • Create rhythms using word phrases as a starting point (e.g. Hooray for Today). • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • Create and perform their own chanted rhythm patterns with the same stick notation. <p>Pitch</p> <ul style="list-style-type: none"> • Explore percussion sounds to enhance story telling, eg. Ascending xylophone notes to suggest Jack climbing the beanstalk, quiet sounds created on shakers to depict 	<p>or melodies. Perform a piece during the School's Music Afternoon.</p>	<ul style="list-style-type: none"> • Perform a class ukulele piece during the School's Music Afternoon
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		<p>a shower, regular strong beats on a drum to replicate menacing footsteps.</p> <ul style="list-style-type: none"> • Follow pictures and symbols to guide singing and playing eg. 4 dots = 4 taps on the drum. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). • Play a low, middle and high chime bar. Can they sit when they hear the low note, place arms out for the middle note and stand for the high? • Recognise dot notation and match it to 3-note tunes played on tuned percussion. Eg. Low dot, high dot and a dot in the middle. <p>Performance</p> <ul style="list-style-type: none"> • 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. 		
Composition and Notation	<ul style="list-style-type: none"> • Explore the sounds that can be created from a range of percussion instruments: roll them, tap them, loud/quiet and long/short sounds. • Make a percussion instrument and play it individually and with the class. • 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, 	<ul style="list-style-type: none"> • 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. • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing 	<ul style="list-style-type: none"> • 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. • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for 	<ul style="list-style-type: none"> • Introduce bass clef. • Know all treble and bass clef notes within the stave. • Introduce dotted rhythms. • Improvise freely over a drone, developing sense of shape and character, using ukuleles. • Improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet

	<p>galloping horses, thunder, hammering etc.</p> <ul style="list-style-type: none"> 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. 	<p>classroom instruments or sound-makers (e.g. rustling leaves).</p> <ul style="list-style-type: none"> Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). Understand the difference between creating a rhythm pattern and a pitch pattern. Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. Recognise how graphic notation can represent created sounds. Explore and invent own symbols. Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. 	<p>keyboards. Play these phrases as self-standing compositions.</p> <ul style="list-style-type: none"> 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. Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. Structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources. Compose song accompaniments on untuned percussion using known rhythms and note values. Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. Introduce major and minor chords. Capture and record creative ideas using graphic symbols, rhythm notation and time signatures and staff notation. 	<p>(pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).</p> <ul style="list-style-type: none"> Extend improvisation skills through working in small groups to create music with multiple sections that include repetition and contrast. Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Working in pairs, compose a short ternary piece. (ABA)
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<p>Listening and the History of Music</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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. 	
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