

Progression in Music at St Mary's Academy



	EYFS	KS1	Year 3/4	Year 5/6
Listen and Appraise: Knowledge	N/A	<ul style="list-style-type: none"> * To know 5 songs off by heart * To know and recognise the sound and names of some of the instruments they use. * To know that songs have a musical style. 	<ul style="list-style-type: none"> * To know five songs from memory and who sang them or wrote them. * To know the style of the five songs. * To choose one song and be able to talk about: <ul style="list-style-type: none"> - Its lyrics - Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) - Identify the main sections of the song (introduction, verse, chorus etc.) - Name some of the instruments they heard in a song 	<ul style="list-style-type: none"> * To know five songs from memory, who sang or wrote them, when they were written and why. * To know the style of the songs and to name other songs from the Units in those styles. * To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> - The style indicators of the songs - The lyrics - Name some of the instruments used in the songs - The historical context of the songs. - Know and talk about that fact that we each have a musical identity
Listen and Appraise: Skill	<ul style="list-style-type: none"> * Moves to the sound of instruments. *Thinks abstractly about music and expresses this physically or verbally. * Associates genres of music with characters and stories. * Accurately anticipates changes in music. *Moves in time to the pulse of the music being listened to and physically responds to changes in the music 	<ul style="list-style-type: none"> * To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> * To confidently identify and move to the pulse. * To think about what the words of a song mean. * To talk about the musical dimensions working together in the Unit songs (dynamics). * To take it in turn to discuss how the song makes them feel. * Listen carefully and respectfully to other people's thoughts about the music. * Use music terminology 	<ul style="list-style-type: none"> * To identify and move to the pulse with ease. * To think about the message of songs. * To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. * Talk about the music and how it makes you feel, using musical language to describe the music.
Games: Knowledge	N/A	<ul style="list-style-type: none"> * To know that music has a steady pulse * Rhythms are different from the steady pulse. * We add high and low sounds, pitch, when we sing and play our instruments. 	<ul style="list-style-type: none"> * Know how to find and demonstrate the pulse and keep an internal pulse * Know the difference between pulse and rhythm. * Know how pulse, rhythm and pitch work together to create a song. * Know that high and low sounds create melodies 	<ul style="list-style-type: none"> * Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music * Create musical ideas for the group to copy or respond to
Games: Skill	<ul style="list-style-type: none"> * Can repeat a simple clapping pattern 	<ul style="list-style-type: none"> * Find the pulse. * Listen to the rhythm and clap back. * Use your voices to copy back using 'la'. 	<ul style="list-style-type: none"> * To confidently identify and move to the pulse. * To take it in turn to discuss how the song makes them feel. * Listen carefully and respectfully to other people's thoughts about the music. * Talk about the music and how it makes them feel. 	<ul style="list-style-type: none"> * Copy back rhythms based on the words of the main song, that include syncopation/off beat * Copy back one-note riffs using simple and syncopated rhythm patterns * Lead the class by inventing rhythms for others to copy back * Copy back two-note and three-note riffs by ear and with notation * Question and answer using two different notes

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Singing: Knowledge	<ul style="list-style-type: none"> * Sing an entire song from memory 	<ul style="list-style-type: none"> * To confidently sing or rap five songs from memory and sing them in unison. * To know that unison is everyone singing at the same time. * To know why we need to warm up our voices. 	To know and be able to talk about: <ul style="list-style-type: none"> - Singing in a group can be called a choir - Leader or conductor: A person who the choir or group follow - Songs can make you feel different things - Singing as part of an ensemble or large group is fun, but that you must listen to each other - To know why you must warm up your voice - a solo singer makes a thinner texture than a large group 	<ul style="list-style-type: none"> * To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. * To know about the style of the songs so you can represent the feeling and context to your audience * To choose a song and be able to talk about: <ul style="list-style-type: none"> - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping - To know what the song is about and the meaning of the lyrics
Singing: Skill	<ul style="list-style-type: none"> * Can match pitch. * Able to sing the melodic shape of familiar songs. * May enjoy performing, solo and or in groups. 	<ul style="list-style-type: none"> * Learn about voices, singing notes of different pitches (high and low). * Learn to start and stop singing when following a leader. * Learn to find a comfortable singing position. 	<ul style="list-style-type: none"> * To sing in unison and in simple two-parts. * To demonstrate a good singing posture. * To enjoy exploring singing solo. * To sing with awareness of being 'in tune'. * To have an awareness of the pulse internally when singing. 	<ul style="list-style-type: none"> * To sing in unison and to sing backing vocals. * To follow a leader when singing. * To experience rapping and solo singing. * To listen to each other and be aware of how you fit into the group.
Playing: Knowledge	N/A	<ul style="list-style-type: none"> * Learn the names of the notes in their instrumental part from memory or when written down. * Learn the names of the instruments they are playing. * Know the names of untuned percussion instruments played in class. 	To know and be able to talk about: <ul style="list-style-type: none"> - The instruments used in class - Other instruments they might play or be played in a band or orchestra or by their friends. 	To know and be able to talk about: <ul style="list-style-type: none"> - Different ways of writing music down - The notes C, D, E, F, G, A, B + C on the treble stave
Playing: Skill	<ul style="list-style-type: none"> * Plays instruments (including imaginary ones such as air guitar) to match the structure of the music. * Keeps a steady beat whilst playing instruments. * Taps rhythms to accompany words. * Creates rhythms using instruments and body percussion. * May play along to the beat of the song they are singing or music being listened to. * May play along with the rhythm in music. 	<ul style="list-style-type: none"> * Treat instruments carefully and with respect. * Play a tuned instrumental part with the song they perform. * Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). * Listen to and follow musical instructions from a leader. 	<ul style="list-style-type: none"> * Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. * To rehearse and perform their part within the context of the Unit song. * To listen to and follow musical instructions from a leader. * To experience leading the playing by making sure everyone plays in the playing section of the song. 	<ul style="list-style-type: none"> * Play a musical instrument with the correct technique within the context of the Unit song. * Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. * To lead a rehearsal session.
Improvisation: Knowledge	N/A	<ul style="list-style-type: none"> * Improvisation is about making up your own tunes on the spot. * When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. 	To know and be able to talk about improvisation: <ul style="list-style-type: none"> * When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them * To know that using one or two notes confidently is better than using five * To know that if you improvise using the notes you are given, you cannot make a mistake 	To know and be able to talk about improvisation: <ul style="list-style-type: none"> - Improvisation is making up your own tunes on the spot - To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations - To know three well-known improvising musicians

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Improvisation: Skill	N/A	<p>Improvise using the three challenges:</p> <ol style="list-style-type: none"> 1. Clap and Improvise 2. Sing, Play and Improvise 3. Improvise using one or two notes. 	<p>Improvise using instruments in the context of the song they are learning to perform.</p>	<ul style="list-style-type: none"> * Improvise using instruments in the context of a song to be performed. * Copy back using instruments. Use one, two and three notes. * Question and Answer using one, two and three notes on your instruments. * Improvisation using one, two and three notes * Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)
Composition: Knowledge	N/A	<ul style="list-style-type: none"> * Composing is like writing a story with music. 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> * A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. * Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - A composition: - A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure - Notation
Composition: Skill	<ul style="list-style-type: none"> * Creates music based on a theme. 	<ul style="list-style-type: none"> * Create a simple melody using one, two or three notes. * Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> * Help create at least one simple melody using one, three or five different notes. * Plan and create a section of music that can be performed within the context of the unit song. * Talk about how it was created. * Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. * Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). 	<ul style="list-style-type: none"> * Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. * Explain the keynote or home note and the structure of the melody. * Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.
Performance: Knowledge	N/A	<ul style="list-style-type: none"> * A performance is sharing music with other people, called an audience 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - A performance doesn't have to be a drama! It can be to one person or to each other - You need to know and have planned everything that will be performed - You must sing or rap the words clearly and play with confidence - It involves communicating feelings, thoughts and ideas about the song/music 	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> - Performing is sharing music with an audience with belief - A performance can be a special occasion and involve an audience including of people you don't know - It is planned and different for each occasion
Performance: Skill	<ul style="list-style-type: none"> * Combines moving, singing and playing instruments 	<ul style="list-style-type: none"> * Choose a learnt song and perform it. * They can add their ideas to the performance. * Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> * To choose what to perform and create a programme. * To communicate the meaning of the words and clearly articulate them. * To talk about the best place to be when performing and how to stand or sit. * To record the performance and say how they were feeling, what they were pleased with what they would change and why. * Present a musical performance designed to capture the audience. 	<ul style="list-style-type: none"> - To talk about the venue and how to use it to best effect. - To record the performance and compare it to a previous performance. - To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"

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Vocabulary	instrument, music, clap, beat, sing, quiet, loud, slow, quick, tap, dance, move, rhythm	pulse, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination, electric guitar, question and answer, dynamics, tempo, Reggae, glockenspiel.	structure, intro/introduction, verse, chorus, bass, synthesizer, hook, texture, structure, organ, backing vocals, riff, scale, Disco, Keyboard, electric guitar, bass, drums, improvise, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, acoustic guitar, birdsong	rock, bridge, backbeat, amplifier, chorus, bridge, riff, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, melody, cover, Old-school Hip Hop, deck, backing loops, Funk, scratching, cover, pitch, tempo, dynamics, timbre, texture, soul, groove, bass line, brass section, harmony, style indicators, dimensions of music, Neo Soul, producer, groove, Motown, Blues, Jazz, improvise/improvisation, ostinato, phrases, unison, Urban Gospel, harmony
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Notes and melodies

Year	Term	Unit Title	Key	Easy note range	Medium note range	Melody note range	Easy notes value	Medium notes value	Melody notes value	Easy	Medium	More difficult	Easy	Medium	More difficult
1	Autumn	Hey You	C	C	C G	C G	crotchets	crotchets	semi-quavers crotchets quavers	C D	C D E	C D E F G	C D	C D E	C D E F G
1	Spring	In the Groove	C	C D	C D	C G A C	crotchets	crotchets	quavers crotchets	C D	C D E	C D E F G	C D	C D E	C D E F G
1	Summer	Your Imagination	C	G	C E G	E G A	semibreves	crotchets minims semibreves	crotchets quavers minims semibreves	C D using instruments and/or clap and sing.			C D	C D E	C D E G A
2	Autumn	Hands, Feet, Heart	C	GAC	GABC	FGABC	crotchets	minims	quaver crotchets	C D	CDE	CDEFG	CD	CDE	CDEFG
2	Spring	I wanna play in a band	F	CD	CFG	CDF	minims	minims	quaver crotchets	FG	FGA	FGACD	FG	FGA	FGACD
2	Summer	Friendship Song	C	GE	EGAB	CDEFGAB	crotchets dotted minims rests	crotchets rests	crotchets quavers minims	C	CD	CD	CD	CDE	CDEGA
3	Autumn	Glockenspiel 1	Multiple songs	CDEF	CDEF	CDEF	crotchets minims rests	N/a	N/a	CD	CD	N/a	CDEF	CDEF	N/a
3	Spring	The Dragon Song	G	G	GAB	BCDEFG	crotchets minims	crotchets minims	N/a	C	CD	CDE	GA	GAB	DEGAB
3	Summer	Bringing us together	C	C	GAC	GAC	minims minim rests	crotchets minims rests quavers	crotchets rests quavers dotted quavers	C	C sometimes A	CA	CA	CAG	CDEGA
4	Autumn	Glockenspiel 2	Multiple songs	CDEFG	CDEFG	CDEFG	semibreves rests	crotchets minims rests	quavers crotchets minims semibreves rests	N/a	N/a	N/a	CDE	CDE	CDE

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		SINGING, RAPPING, AND LYRIC COMPOSITION														
4	Spring	Stop!														
4	Summer	Blackbird	C	DC	CDE	CDEFG	dotted minims minims semibreves	crotchets semibreves minims	N/a	C	CD	CDE	CD	CDE	CDEGA	
5	Autumn	Livin on a prayer	G	GAB	DEF#G	DEF#GABC	minims	crotchets minims	quavers crotchets dotted crotchets	GA	GAB	GABDE	DE OR GA	GAB OR DEF#	GAB OR DEF#GA	
5	Spring	Fresh prince of Bel-Air	A minor	DA	AG	CDEFGA	minims	quavers crotches	quavers minims semibreves	DE	DEF	DEFGA	DE	DEF	DEFGA	
5	Summer	Dancing in the Street	F MAJOR	F	FG	DFGA	semibreves	quavers crotchets rests	quavers crotchets rests	F	FG	FGA	FG	FGA	FGACD	
6	Autumn	Happy	C MAJOR	GA	BAG	EDCBAGE	minims rests	semibreves minims rests	quavers dotted crotchets minims semibreves rests	A	AG	AGB	AG	AGB	CEGAB	
6	Spring	Music and Identity	Will add when becomes available on website													
6	Summer	You've got a Friend	C	GAB	CDE	CDEFGAB	minims rests	crotchets quavers minims dotted notes rests	quavers dotted crotchets minims dotted minims	E	EG	EGA	AG	AGE	EGACD	