

Long Term Progression Music



INTENT	IMPLEMENTATION
<p>Our children develop an appreciation of music by</p> <ul style="list-style-type: none"> - expressing themselves through singing and performing music - listening and responding to music - developing their creativity and imagination through composition 	<p>We use The Charanga English Model Music Scheme for years 1 to 4 and The Charanga Original Scheme for EYFS. Our music focuses on Singing, listening to music, composing and musicianship</p>

	Singing	Listening	Composing	Musicianship/ Performing
<p>Reception</p>	<p>To sing along with a pre-recorded song and add actions.</p> <ul style="list-style-type: none"> • To sing along with the backing track. 	<p>To learn that music can touch your feelings.</p> <ul style="list-style-type: none"> • To enjoy moving to music by dancing, marching, being animals or Pop stars 	<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.</p>	<p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <ul style="list-style-type: none"> • Perform any nursery rhymes or songs adding a simple instrumental part. • Record the performance to talk about
<p>Year 1</p>	<ul style="list-style-type: none"> • Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. • Begin with simple songs with a very small range, mi-so and then slightly wider. Include pentatonic songs. • Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy 	<p>Listen and respond to recorded performances and recordings of music as identified in the English Model Music curriculum and those contained in the Charanga sequences.</p>	<ul style="list-style-type: none"> • Improvise simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments. • 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. • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols. 	<p>Pulse/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, (e.g. clapping, tapping, walking) and classroom percussion playing repeated rhythm patterns and short, pitched patterns on tuned instruments to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance, <p>Rhythm</p> <ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. • Perform word-pattern chants. Create, retain and perform their own rhythm patterns. <p>Pitch</p> <ul style="list-style-type: none"> • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling,

				<ul style="list-style-type: none"> Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum.
Year 2	<ul style="list-style-type: none"> Sing songs regularly with a pitch range of do-so with increasing vocal control. Sing songs with a small pitch range pitching accurately. Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols 	<p>Listen and respond to recorded performances and recordings of music as identified in the English Model Music curriculum and those contained in the Charanga sequences.</p>	<ul style="list-style-type: none"> Create music in response to a non-musical stimulus. 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. Use music technology, if available, to capture, change and combine sounds. 	<ul style="list-style-type: none"> Understand that the speed of the beat can change, creating a faster or slower pace (tempo). Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as well as changes in tempo. Walk in time to the beat of a piece of music or song). Know the difference between left and right to support coordination and shared movement with others. Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. <ul style="list-style-type: none"> Identify the beat groupings in familiar music that they sing regularly and listen to. <p>Rhythm</p> <ul style="list-style-type: none"> 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. • 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"> Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. Sing short phrases independently within a singing game or short song. Respond independently to pitch changes heard in short melodic phrases, indicating with actions. Recognise dot notation and match it to 3-note tunes played on tuned percussion.
Year 3	<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 tunefully and with expression. 	<p>Listen and respond to recorded performances and recordings of music as identified in the English Model Music curriculum</p>	<p>Improvise</p> <ul style="list-style-type: none"> Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole- 	<p>Performing</p> <ul style="list-style-type: none"> Develop facility in playing tuned percussion or a melodic instrument such as violin or recorder. Play and perform

	<p>Perform forte and piano, loud and soft.</p> <ul style="list-style-type: none"> • Perform actions confidently and in time to a range of action songs (e.g. Heads and Shoulders). • 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 in school assemblies. 	<p>and those contained in the Charanga sequences.</p>	<p>class/ group/ individual /instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range.</p> <ul style="list-style-type: none"> • 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. <p style="text-align: center;">Compose</p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • Compose song accompaniments on untuned percussion using known rhythms and note values. 	<p>melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</p> <ul style="list-style-type: none"> • Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi • Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. Extend to question-and-answer phrases. Reading Notation • Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch. • Introduce and understand the differences between crotchets and paired quavers. <ul style="list-style-type: none"> • Apply word chants to rhythms, understanding how to link each syllable to one musical note.
<p style="text-align: center;">Year 4</p>	<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 assemblies. 	<p>Listen and respond to recorded performances and recordings of music as identified in the English Model Music curriculum and those contained in the Charanga sequences.</p>	<p style="text-align: center;">Improvise</p> <ul style="list-style-type: none"> • Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). • Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below. <p style="text-align: center;">Compose</p> <ul style="list-style-type: none"> • Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. • 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. • Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. <ul style="list-style-type: none"> • Introduce major and minor chords. • Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work. • Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology. 	<p style="text-align: center;">Instrumental Performance</p> <ul style="list-style-type: none"> • Develop facility in the basic skills of a selected musical instrument over a sustained learning period. • Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. • Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. <ul style="list-style-type: none"> • Copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). <p style="text-align: center;">Reading Notation</p> <ul style="list-style-type: none"> • Introduce and understand the differences between minims, crotchets, paired quavers and rests. • Read and perform pitch notation within a defined range (e.g. C–G/do–so). • Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.