

Tipton St John C of E Primary School: Music Progression of Skills

	EYFS Focus on Reception children	KS1	LKS2	UKS2
Knowledge Year A	<p>For the children in the FSU, topics are decided with the children each half term. We do not have a rolling Year A and B programme as they are only in Reception for one year and we do not want to be that specific. We often plan 'music' based activities' outside linked to the children's interests.</p> <p>We follow the prime and specific areas in the new 2021 EYFS framework, with a focus on the specific area, Expressive Arts and Design. It is hoped that the Reception children will have achieved these areas by the end of the Summer Term. <i>Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and try to move in time to music.</i></p> <p>Alongside the rest of the school, we follow Charanga and adapt it to suit our themes and ages of the children. We have a listening corner where music and songs can be heard and shared and an instrument basket. We do singing for concerts and celebrations in the church and during Collective Worship in the church, unit and the hall. Singing and music is very much part of our world in the FSU, which we all love!</p>	<p><b>Autumn</b> South African music <i>A song with rapping and improvising.</i> Find the Pulse. Rhythm copy back Pitch copy back In singing : Learn the note G, key G Then G, A , B &amp; C Learn the melody using E, F#, G,A,C Festivals and Christmas: Be able to accompany using G, A and B Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D <b>Improvise!</b> Take it in turns to improvise using C or C and D. <b>Spring</b> Playing together in a Band, Reggae and animals depicted by music. Claves: Dynamics, speed moving to volume in the second half of term. Child led: Listen and clap back, then listen and clap your own answer (rhythms of words). <b>Sing, Play and Improvise</b> : Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with F moving to G. In singing: Learn the note of C then F, G, A, B b (A #) + <b>Improvise!</b> Take it in turns to improvise using F or F and G.</p> <p><b>Summer Pop</b> A song about being friends. SHAKERS On and off the beat <b>Sing, Play and Improvise</b> Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D. Child led: Listen and clap back, then listen and clap your own answer (rhythms of words). <b>Sing, Play and Improvise:</b> Using voices &amp; instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D <b>Improvise!</b> Take it in turns to improvise using C or C and D.</p>	<p><b>Autumn</b> Pop Abba's Music Exploring and developing playing skills using the glockenspiel. Writing lyrics linked to a theme. Learn to sing the notes C, D, E, F + G then G, B, A and C on the glockenspiel. Sing, Play and Copy Back: Listen and copy back using Instruments, one note: G Play and <b>Improvise:</b> Using your instruments, listen and play your own answer using one or two notes: G and sometimes A. Take it in turns to improvise using two notes: C and D Ukulele: <a href="https://youtu.be/5bTE5fbxDsc">https://youtu.be/5bTE5fbxDsc</a> Chords, C major, F major and G Major. You are my sunshine. Use Boomwhackers for some of the games and exercises.</p> <p><b>Spring</b> Grime and gospel Writing lyrics linked to a theme Soul/ gospel music and helping one another. Learning the notes E,F and G and then G, A, B, C, D + E. Ukulele <a href="https://youtu.be/5bTE5fbxDsc">https://youtu.be/5bTE5fbxDsc</a> Additional chords, A minor and G7 Use the songbook to learn three new tunes Use ocarinas for some of the games and exercises.</p> <p><b>Summer: The music of the Beatles. Classical. Equality and Civil rights</b> The history of music look back and consolidate your learning, learn some of the language of music.. Review notes E, F and G Then G, A , B, C, D and E. <b>Play and Improvise</b> Using your instruments, listen and play your own answer using one or two notes: F and sometimes G then move to revise C and D. Child led in groups: Listen and clap back, then using voices and instruments. Listen and return an improvised answer. Review some tunes using the focus instruments for this year. Prepare a performance for the tea party for volunteers.</p>	<p><b>Autumn</b> <b>Pop/Neo Soul</b> How music makes you happy, or being happy is reflected in your music. Stringed instruments 1</p> <p>Learn to sing and sight read the notes G, A, B, C, D + E <b>Bacharach and Blues</b> Jazz, improvisation and composition</p>  <p>Stringed instruments 1 &amp; 2 violin Lead the Warm-up Games themselves Child Led: Rhythm and Pitch Copy back and Question and Answer <b>Spring</b> <b>Classic or urban gospel,</b> Benjamin Bitten's music and cover versions. <b>70's Ballads and Pop</b> The music of Carole King Learn to sing and sight read the notes Eb, F, G, Ab, Bb, C + D together with combinations of D, E, F, G, A, B + C when playing warm up games and listen and repeat. Learn to clap some of the the rhythms used in the song. Learn some musical phrases that you will sing in the song Warm-up Games: Rhythm and Pitch, Copy back and Question and Answer Tuned percussion: Learn simple accompaniments to the ballads. <b>Summer</b> <b>Own compositions/ Classical</b> What inspires me? The history of music look back and consolidate your learning, learn some of the language of music. Play and Improvise Question and Answer using instruments. Use 3 notes in your answer: A, G and E Learn to clap some of the rhythms used in the song Learn some musical phrases that you will sing in the song including the dynamics for the phrase. Prepare for final church service. ( Leavers' Service.) Ocarinas : Learn breath control and to play simple tunes.</p>

## Knowledge Year B

As year A as only one year in the programme.

### AUTUMN

Hip Hop and Reggae How pulse, rhythm and pitch work together The key of C, C and G as notes in a melody Find the pulse, rhythm copy back, pitch copy back vocal warm ups

**Clap and Improvise** Listen and clap back, then listen and clap your own answer (rhythms of words.) **Sing,**

**Play and Improvise** Using voices and instruments, listen and sing back, then listen and play your own answer using notes, with C moving to D. improvise! Take it in turns to improvise using C or C and D.

Learn to play tambourines showing understanding of pulse and beat.

Christmas Music and songs: Learn 3 songs by heart.

### SPRING

A selection of baroque, Latin, Bhangra.

Folk, Funk and Bossa Nova

How to be in the groove with different styles of music.

The notes of C, G and A.

Recognising a minor key (sad) using the key of D minor and using D, F, G, A and +C

Pulse, rhythm and pitch in different styles of music. **Know** that music has a steady pulse, like a heartbeat. **Know** that we can create rhythms from words, our names,

favourite food, colours and animals. **Clap and Improvise** Listen and clap

back, then listen and clap your own answer (rhythms of words.) Learn to play shakers

dynamically (soft or loud, fast or slow.)

Know 6 songs by heart Learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

### SUMMER

Pop and classical Using your imagination. The history of music, look back and consolidate your learning, learn some of the language of music. Review playing the claves.

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).

Review: Clap, sing, play and improvise games.

### AUTUMN

Rhythm and Blues Learn the key of C and note C F and G. Then, E, A, B and +C

Learn to play D-E-F-inately three notes on the glockenspiel.

#### Recorders

<https://www.devonmusicinteractive.org.uk/c/1314439-instruments/1314339-blown-away-recorder-book-1> Prepare at least one piece to play for Christmas concert.

Sing and Copy Back. Listen and sing back

#### Play and Improvise

Using your instruments, listen and play your own answer using one note: C

Play and Improvise.: Using your instruments, listen and play your own answer using one or two notes: C and sometimes D Christmas Music and songs.

### SPRING

Reggae ad pop songs that tell a story.

Music from around the world, celebrating our differences and being kind to one another.

Learn C, D, E, G, A + Bb then B, C, D, E, F + G as used in melodies.

#### Recorders

<https://www.devonmusicinteractive.org.uk/c/1314439-instruments/1314340-blown-away-recorder-book-2>

Sing and Copy Back: Listen and sing back

Improvise: Listen and copy back using the notes G, A + B.

Using your instruments listen and play your own answer using one or two notes: C and D

Using voice or instruments, listen and sing or play your own answer using any of these notes: G, A or B

### SUMMER

Disco and Classical (Disco, friendship, hope and unity.) The history of music, look back and consolidate your learning, learn some of the language of music.

Secure the notes B, C, D, E, F + G in singing.

Secure the notes B, A, G then C, F and E (+C) on the recorder and lean some sharps and flats. Include Boomwhackers as drone or ostinato.

Using what they have learnt with recorders together with other instruments such as Boomwhackers and glockenspiels.

Review: Clap, sing, play and improvise games.

Prepare a performance for volunteers' tea-party.

### AUTUMN ROCK

Rock Anthems *BOSSA NOVA AND SWING* Jazz and improvisation.

Find the pulse: Lead the class by inventing rhythms for them to copy back. Copy back three-note riffs by ear and with notation.

Question and answer using three different notes.

Learn to sing and to sight read the notes D, E, F#, G, A, B + C

Then for specific songs, Bossa Nova B, A + G

Swing D, E, G, A + B

#### Pocket trumpets 1 and 2

<https://youtu.be/2SjH0qhOpoU>

How to Play Trumpet- Lesson #1 Beginner.mp4 Other lesson on same site. Open notes, C and G. Then and transitions between these notes. D, E, F,

Christmas Music and songs with an emphasis on performance.

### SPRING

#### Pop Ballads and Old School Hip Hop

Identify and move to the pulse with ease. How to keep the internal pulse.

Musical Leadership: creating musical ideas for the group to copy or respond to.

Think about the message of songs.

Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.

Listen carefully and respectfully to other people's thoughts about the music.

When you talk try to use musical words. Talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel.

Tuned Percussion: as unit lessons to accompany the songs.

### SUMMER Mowtown

The history of music look back and consolidate your learning, learn some of the language of music.. To know six songs from memory, who sang or wrote them, when they were written and, if possible, why?

Know that Mowtown is the genre of music and is a famous [record label](#) founded in [Detroit, Michigan](#) in the late [1950s](#) by [Berry Gordy](#). It is known for signing many well-known [rhythm and blues](#) singers and groups.

Be able to name and discuss the music of three Mowtown artists.

Create and perform Leavers' Service.

Choose what to perform and create a programme..

Communicate the meaning of the words and clearly articulate.

Talk about the venue and how to use it to best effect.

Record the performance and compare it to a previous performance.

Discuss and talk musically about it - "What went well?" and "It would have been even better if...?"

Boom Whackers

	EYFS Focus on Reception children	<u>KS1</u>	<u>LKS2</u>	<u>UKS2</u>
Listening and appraising	<p>Express feelings in music by responding to different moods in a musical score.</p> <p>Listen to music and respond by using hand and whole body movements.</p> <p>Listen to different sounds and respond with voice and movement.</p> <p>Listen to a clapping rhythm and be able to repeat it.</p> <p>Recognise some music from different countries or cultures.</p>	<p>Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.).</p> <p>Reflect on music and say how it makes people feel, act and move.</p> <p>Respond to different composers and discuss different genres of music.</p> <p>Notice how music can be used to create different moods and effects, as well as to communicate ideas.</p> <p>Listen and understand how to improve own composition</p> <p>Sort composers in to different genres and instruments into different types.</p> <p>Recognise how music has developed through history.</p> <p>Show a growing understanding of the history of music, as well as music from other cultures.</p>	<p>Notice, explore and expand the way sounds can be combined and used expressively.</p> <p>Listen to different types of composers and musicians.</p> <p>To comment on musicians and composers use of technique to create effect.</p> <p>Listen to self and others, appraising using key musical vocabulary.</p> <p>Show basic knowledge of instruments.</p> <p>Show a growing knowledge of musical genre.</p> <p>Compare music and express growing tastes in music.</p> <p>Recognise how music has developed through history because of the development of instruments.</p> <p>Understand the different cultural meanings and purposes of music, including contemporary culture.</p>	<p>Notice and explore the relationship between sounds.</p> <p>Notice, explore and investigate how music reflects different intentions and the various techniques used to create the desired effect.</p> <p>Show maturity when appraising the work of self, group or others, using musical vocabulary accurately, suggesting improvements.</p> <p>Be able to identify instruments in different genres of music.</p> <p>Show a confident knowledge of a range of instruments.</p> <p>Explain the features of different musical genres.</p> <p>Analyse and compare musical features, choosing appropriate musical vocabulary.</p> <p>Explain and evaluate how musical elements styles and features can be used together to compose music.</p> <p>Recognise that music has developed through history with the development of technology.</p> <p>Notice and explore how music reflects time, place and culture.</p> <p>Understand and express opinions on the different cultural meanings and purposes of music.</p>
Singing and games	<p>Sing echo songs and perform movements to a steady beat.</p> <p>Explore singing at different speeds and pitch to discover how to use the voice to create loud and soft sounds.</p> <p>Play clapping games and repeat basic rhythms keeping in time.</p>	<p>Explore the use of the voice in different ways such as speaking, singing and chanting.</p> <p>Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</p> <p>Find out how to sing with expression, confidence and creativity to an audience.</p> <p>Sing with a sense of the shape of a melody.</p> <p>To improvise in making sounds with the voice.</p> <p>Perform songs using creativity and expression and create dramatic effect.</p>	<p>Beginning to understand the importance of pronouncing words in a song well.</p> <p>Start to show control in voice.</p> <p>Sing in tune with awareness of others.</p> <p>Sing songs from memory with accurate pitch.</p> <p>Maintain a simple part within a group.</p> <p>Understand the importance of pronouncing words in a song well.</p> <p>Use sound to create abstract effects.</p> <p>Use voice to create dramatic effects and be able to explain the dynamics needed.</p> <p>Hold a part in a round with a leader.</p> <p>Hold a part in a two part song.</p>	<p>Sustain a drone or melodic ostinato to accompany singing.</p> <p>Perform songs with a developed awareness of the meaning of the words, as well as a sense of the words and sense of occasion.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Understand the relationship between lyrics and melody.</p> <p>Breathe well and pronounce words, change pitch and show control in singing.</p> <p>Hold a part in a round.</p> <p>Be able to sing a descant or second part against the main melody.</p>
Playing	<p>Play instruments to a steady beat.</p> <p>Understand how to hold and play an instrument with care.</p> <p>Explore the different sounds instruments make.</p> <p>Choose an instrument to create a specific sound.</p> <p>Understand the different ways in which instruments make sounds.</p>	<p>Learn to play sounds linking with symbols.</p> <p>Understand how to play an instrument with care and attention.</p> <p>Understand how to control playing a musical instrument so that they sound, as they should.</p> <p>Play instruments showing an awareness of others.</p> <p>Play a range of untuned percussion (such as claves) with accuracy, keeping the beat and understanding pulse.</p> <p>Treat instruments carefully and with respect.</p>	<p>Play notes on instruments with care so they sound clear.</p> <p>Use graphic, as well as other forms of notation, when playing and composing.</p> <p>Show a basic knowledge of standard notation, when playing class sets of instruments.</p> <p>Know some simple tunes playing the recorder.</p> <p>Know at least five basic chords and be able to play and sing using the ukulele.</p> <p>Accompany whole class songs using both untuned and tuned percussion.</p> <p>Know how to treat instruments carefully and respect the loan of/ own recorder or ukulele.</p>	<p>Perform by ear or notation and maintain own part, showing awareness of others and how different parts may fit together, as well as the overall effect.</p> <p>Play an accompaniment on an instrument.</p> <p>Be able to play a stringed instrument alongside other instruments.</p> <p>Be able to play a wind instrument alongside other instruments.</p> <p>Treat instruments with respect, handle carefully and know how to tune or clean.</p>

<b>Improvising</b>	Choose different instruments, including the voice, to create sound effects in play.	Recognise and explore how sounds can be organised. Respond to starting points that have been given.  Investigate long and short sounds.  Explore own ideas and change as desired.	. Improvise repeated patterns. Improvise repeated patterns with growing sophistication. Show awareness of the effect of several layers of sound. Recognise and create repeated patterns with a range of instruments. Create accompaniments for melodies. Maintain a beat when improvising.	Show a solid understanding of the musical elements within improvising and composing. Improvise melodic and rhythmic material within given structures. Show thoughtfulness and a growing maturity when selecting sounds to convey an idea. Create own musical patterns.
<b>Composing</b>	Investigate a variety of ways to create sound with different materials. Experiment with different beats.	To represent sounds with symbols. Repeat and investigate simple beats and Create a sequence of long and short sounds with help, including clapping longer rhythm Choose carefully and order sounds in a beginning, middle and end. Investigate making sounds that are very different Create short musical patterns. Start to understand , read and use graphic notation.	To compose music that combines musical elements. Compose music that combines a number of musical elements, carefully choosing, ordering and controlling sound for a desired effect. Carefully choose and order sounds to achieve an effect. Create short musical patterns with long and short sounds, sequences and rhythmical phrases. Explain how musical elements can be used together to compose music. Use graphic notation when composing and reading music. Know the meaning and use, stave, bar, time signature, minim, crotchet and quaver and rest.	Show a growing understanding of the musical elements within composing. Compose by developing ideas within musical structures. Compose melodic and rhythmic phrases, alone as well as part of a group. Use a variety of notation when performing and composing. Compose music for different occasions using appropriate musical devices. Use musical vocabulary accurately. Use graphic notation when composing and reading music so that whole groups can play the music that has been composed. Know the meaning and use, stave, bar, time signature, minim, crotchet and quaver, tied, dotted and repeat, together with some basic dynamic symbols.
<b>Performance</b>	Experiment performing Songs and music together with body movements and to a steady beat. Perform to a small group. Perform to some parents.	Perform songs using creativity and expression and create dramatic effect. Perform simple patterns and accompaniments keeping to a steady pulse. . Use sounds to achieve an effect Explore changes in pitch to communicate an idea	Perform simple melodic and rhythmic parts. Perform simple melodic and rhythmic parts with awareness of others. Begin to understand the importance of pronouncing words in a song well. Start to show control in voice. Perform with confidence. Perform with control and awareness of what others in the group are singing and playing. Start to be able to conduct and follow a conductor's lead. Compose and perform melodies and songs.	Perform significant parts from memory and from notations. Refine and improve work. Perform alone and in a group, displaying a variety of techniques. Take turns to lead a group. Perform songs with a developed awareness of the meaning of the words, as well as a sense of occasion.
<b>VOCABULARY</b>				

<p style="text-align: center;">ICT</p>	<p>Watch short clips on Espresso. Use the iPads and computers to listen Use a variety of equipment linked to record what they have found. Look at their Tapestry observations from home and in school. Discuss how different types of technology in school and at home can help them to listen and compose.</p>	<p>Record ideas using I pad video Use sounds to achieve an effect. (including use of ICT)</p>	<p>Know how to store music on the computer or I pad. Use given websites to research given questions. Be able to present music with help to record I combine own music with imported pictures. Make video using I pad, to show to others.</p>	<p>Know how to collect and store using I pad or similar. Know how to alter the dynamics using a microphone. Use CD –Rom or Google search engine to find information about music and musicians to answer their own questions Be able to present own music using recordings and write reports inserting pictures and graphics to selected music. Make short video reports including music for the school website.</p>
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