

# Allanson Street Primary School – Music Progression Map



Strand	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	<p>Remember and sing entire songs.</p> <p>Sing the pitch of a tone sung by another person (pitch match)</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs</p>	<p>To sing or rap nursery rhymes and simple songs from memory.</p> <p>To sing along with a pre-recorded song and add actions.</p> <p>To sing along with the backing track.</p> <p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>	<p>Sing simple songs, chants, and rhymes from memory.</p> <p>Sing collectively and at the same pitch.</p> <p>Start with a small range e.g E - G, expand to slightly wider range. Include pentatonic songs.</p> <p>Pupils sing a wide range of call &amp; response songs to control vocal pitch and to match the pitch they hear with accuracy.</p> <p>Respond to simple visual directions and counting in (pulse)</p>	<p>Sing songs regularly with a pitch range of C - G with increasing vocal control and pitching accurately</p> <p>Understand the meaning of dynamics and tempo.</p> <p>be able to demonstrate these when singing by responding to the music leader's directions and visual symbols (e.g., crescendo, decrescendo, pause)</p>	<p>Sing a broader range of unison songs of varying styles and structures with a pitch range of at least C - G, tunefully and with expression and dynamic contrast (Perform forte and piano)</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Perform as a choir in school assemblies.</p>	<p>Continue to sing a broad range of songs in unison with an expanded range of an octave (C – C)</p> <p>Pitching the voice accurately</p> <p>Following directions for getting louder (crescendo) and quieter (decrescendo).</p> <p>Sing rounds and partner songs indifferent time signatures (2, 3 and 4 time)</p> <p>Begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.</p> <p>Perform a range of songs in school assemblies</p>	<p>Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance.</p> <p>Include observing phrasing, accurate pitching and appropriate style.</p> <p>Sing three-part rounds, partner songs, and songs with a verse and a chorus.</p> <p>Perform a range of songs in school assemblies and in school performance opportunities.</p>	<p>Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance.</p> <p>Sing with accurate rhythm, phrasing, pitching and appropriate style.</p> <p>Continue to sing 3&amp;4 part rounds or partner songs, and experiment with positioning singers randomly within the group in order to develop greater listening skills, balance between parts and vocal independence.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience</p>

# Composing and Improvising

<p>Create their own songs or improvise a song around one they know.</p>	<p>Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p> <p>Songs have sections.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.</p>	<p>Improvise simple vocal chants, using Q&amp;A phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli. Combine to make a story, choosing and playing classroom instruments or sound-makers.</p> <p>Understand the difference between creating a rhythmic pattern and a pitch pattern.</p> <p>Invent, retain, and recall rhythm and pitch patterns and perform these for others, taking turns.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Recognise how graphic notation can represent created sounds. Pupils explore and invent own symbols.</p>	<p>Create music in response to a non-musical stimulus.</p> <p>Work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p>	<p><b>Improvise</b> Become more skilled in improvising (in a range of contexts) inventing short ‘on-the-spot’ responses using a limited note-range.</p> <p>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> <p><b>Compose</b> Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (C, D and E).</p> <p>Compose song accompaniments on untuned percussion using known rhythms and note values.</p>	<p><b>Improvise</b> 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).</p> <p>Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below.</p> <p><b>Compose</b> 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.</p> <p>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.</p>	<p><b>Improvise</b> Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments.</p> <p>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 (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Continue this process in the composition tasks below.</p> <p><b>Compose</b> Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment.</p>	<p><b>Improvise</b> Extend improvisation skills through working in small groups to:</p> <p>Create music with multiple sections that include repetition and contrast.</p> <p>Use chord changes as part of an improvised sequence</p> <p>Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape.</p> <p><b>Compose</b> Plan and compose an 8 or 16 beat melodic phrase using the pentatonic scale (e.g., C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Be able to notate this melody.</p>
---	--	--	--	---	---	---	---

						<p>Explore developing knowledge of musical components by composing music to create a specific mood.</p> <p>Include instruments played in whole class/group/individual teaching to expand the scope and range of the sound palette available for composition work.</p> <p>Capture and record creative ideas using any of:</p> <ul style="list-style-type: none"> <li>• graphic symbols</li> <li>• rhythm notation and time signatures</li> <li>• staff notation</li> <li>• technology</li> </ul>	<p>Working in pairs, compose a short ternary piece.</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Capture and record creative ideas using any of:</p> <ul style="list-style-type: none"> <li>• graphic symbols</li> <li>• rhythm notation and time signatures</li> <li>• staff notation</li> <li>• technology</li> </ul>	<p>Compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen.</p> <ul style="list-style-type: none"> <li>• Either of these melodies can be enhanced with rhythmic or chordal accompaniment.</li> <li>• Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</li> </ul>
--	--	--	--	--	--	---	---	---

## Musicianship and Performing

<p>Play instruments with increasing control to express their feelings and ideas.</p>	<p>Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>To know that we can move with the pulse of the music.</p> <p>To know that the words of songs can tell stories and paint pictures.</p> <p>Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <p>Copy basic rhythm patterns of single words,</p>	<p><b>Pulse/Beat</b> Walk, move, or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.</p> <p>Use body percussion and classroom percussion playing repeated rhythmic patterns (ostinati) and short, pitched patterns on tuned instruments to maintain a steady beat.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p> <p><b>Rhythm</b> Perform short copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short repeating rhythmic patterns (ostinati) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants; create, retain, and</p>	<p><b>Pulse/Beat</b> Understand that the speed of the beat can change, creating a faster or slower pace (tempo).</p> <p>Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</p> <p>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.</p> <p>Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats.</p> <p>Identify the beat groupings in familiar music that they sing regularly and listen to.</p> <p><b>Rhythm</b> Play copycat rhythms, copying a leader, and invent rhythms for others</p>	<p><b>Instrumental Performance</b> Develop facility in playing tuned percussion or a melodic instrument such as recorder. Play and perform melodies following staff notation using a small range</p> <p>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes</p> <p>Individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast, and slow. Extend to question-and-answer phrases.</p> <p><b>Reading Notation</b> Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Read notation e.g. C-E</p>	<p><b>Instrumental Performance</b> Develop facility in the basic skills of a musical instrument over a sustained learning period. (e.g. in whole-class instrumental teaching)</p> <p>Play and perform melodies following staff notation using a small range</p> <p>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.</p> <p>Copy short melodic phrases including those using the pentatonic scale (e.g., C, D, E, G, A).</p> <p><b>Reading Notation</b> Understand the differences between minims, crotchets, paired quavers, and rests.</p> <p>Read and perform pitch notation within a defined range</p>	<p><b>Instrumental Performance</b> Play melodies following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>Engage with others through ensemble playing (e.g., school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a</p> <p>Develop the skill</p>	<p><b>Instrumental Performance</b> Play melodies following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet.</p> <p>Accompany this same melody, and others, using block chords or a bass line. This could be done using keyboards, tuned percussion or tablets, or demonstrated at the board using an online keyboard.</p> <p>Engage with others through ensemble playing (e.g., school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles. The accompaniment, if instrumental, could be chords or a</p>
--	---	---	---	--	--	--	---

		<p>building to short phrases from the song/s.</p> <p>To learn that music can touch your feelings.</p> <p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>To know that a performance is sharing music.</p>	<p>perform their own rhythm patterns.</p> <p><b>Pitch</b> Listen to sounds in the local school environment, comparing high and low sounds.</p> <p>Sing familiar songs in both low and high voices and talk about the difference in (pitch) sound.</p> <p>Explore percussion sounds to enhance storytelling.</p> <p>Follow pictures and symbols to guide singing and playing.</p>	<p>to copy on untuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p> <p>Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers, and crotchets rests.</p> <p>Create and perform their own chanted rhythm patterns with the same stick notation.</p> <p><b>Pitch</b> Play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track.</p> <p>Sing short phrases independently within a singing game or short song.</p>	<p>Introduce and understand the differences between crotchets, minims &amp; paired quavers.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note</p> <p>Understand Tempo - Fast (allegro), slow (adagio) &amp; dynamics - Loud (forte), Quiet (piano)</p>	<p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</p> <p>Understand - getting faster (accelerando), getting slower (rallentando), Fast (allegro), slow (adagio), Loud (forte), Quiet (piano), Getting louder (crescendo), Getting softer (decrescendo)</p>	<p>of playing by ear on tuned instruments, copying longer phrases and familiar melodies.</p> <p><b>Reading Notation</b> Expand understanding - Introduce &amp; understand semibreves and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p> <p>Understand: getting faster (accelerando), getting slower (rallentando), Fast</p>	<p>single-note bass line.</p> <p><b>Reading Notation</b> Further understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests. Further develop the skills to read and perform pitch notation within an octave.</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p>
--	--	--	--	--	---	--	--	---

				<p>Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g., stand up/sit down, hands high/hands low).</p> <p>Recognise dot notation and match it to 3-note tunes played on tuned percussion.</p>			<p>(allegro), slow(adagio), Loud (forte), Quiet (piano), Getting louder (crescendo), Getting softer (decrescendo)</p>	
--	--	--	--	---	--	--	---	--

*See the next page for progression for the inter-related dimensions of music.*

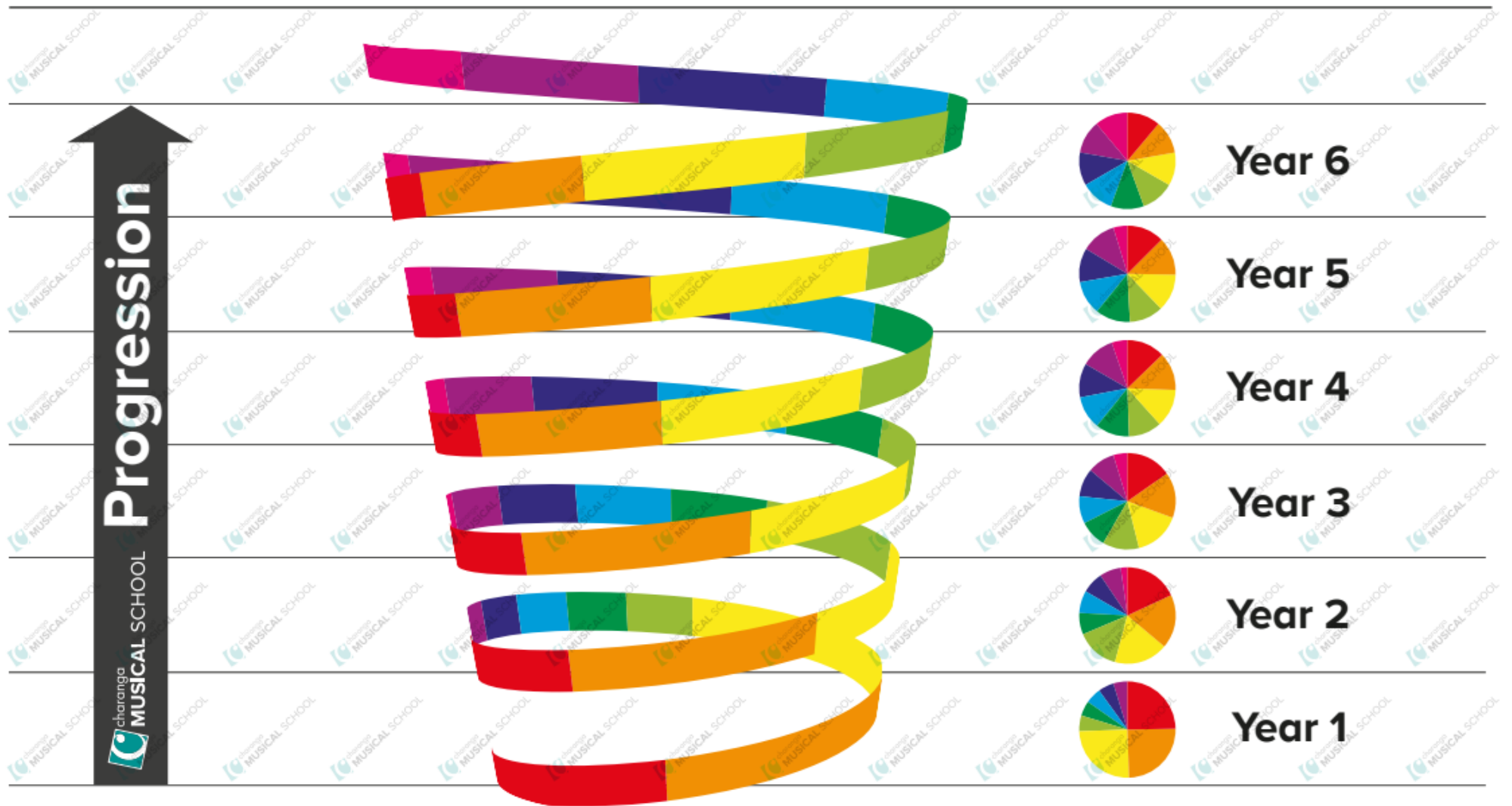
# The Interrelated Dimensions of Music

## Progression through Charanga Musical School

Progression throughout the Units of Work reinforces the interrelated dimensions of music.

With each new song, always start again with the foundation of pulse, then rhythm, then pitch, adding new dimensions as you progress.

This represents an ever increasing spiral of musical learning.



**Pulse**

**Rhythm**

**Pitch**

**Dynamics**

**Tempo**

**Timbre**

**Structure**

**Texture**

**Notation**

