



Carlisle and Hampton Hill Federation



Music: EYFS Development Matters and Primary National Curriculum Progression Grid

Expressive arts and design— Our budding musicians will be learning to:

- Explore, use and refine a variety of artistic effects to express their ideas and feelings.
- Return to and build on their previous learning, refining ideas and developing their ability to represent them.

- Create collaboratively, sharing ideas, resources and skills.
- Listen attentively, move to and talk about music, expressing their feelings and responses.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Explore and engage in music making and dance, performing solo or in groups.

Year R Skills

Listening and Evaluating	Creating Sound	Notation	Composing and Improvising	Performing
<p>LE1 Listening appropriately to someone leading a short musical phrase, song or rhyme.</p> <p>LE2 Exploring spontaneous movement with different parts of their body in response to music.</p> <p>LE3 Expressing different spontaneous emotional reactions to music, (smiling, movement, body language).</p> <p>LE4 Identifying and imitating sounds from a variety of music.</p> <p>LE5 Considering whether background music and sound effects can enhance storytelling.</p> <p>LE6 Listening to music from a wide variety of cultures and historical periods.</p>	<p>CS1 Singing short, rhythmic rhymes and songs.</p> <p>CS2 Using both speaking and singing voices.</p> <p>CS3 Unconsciously beginning to sing to the pulse of a song.</p> <p>CS4 Exploring vowel sounds through call and response activities.</p> <p>CS5 Exploring different ways of making sound with everyday objects and instruments. (Groups A, B and C.)</p> <p>CS6 Exploring different ways of holding a range of instruments. (Groups A, B and C.)</p> <p>CS7 Starting to show a preference for a dominant hand when playing instruments. (Groups A, B and C.)</p> <p>CS8 Using instruments expressively to music. (Group B.)</p> <p>CS9 Using instruments to begin to follow a beat, with guidance. (Group A.)</p> <p>CS10 Finding a comfortable static position when playing instruments or singing.</p>	<p>N1 Developing an awareness of high and low through pictorial representations of sound.</p>	<p>CI1 Exploring and imitating sounds from their environment and in response to events in stories.</p> <p>CI2 Exploring and imitating sounds.</p> <p>CI3 Experimenting with creating sound in different ways using instruments, body percussion and voices.</p> <p>CI4 Selecting classroom objects to use as instruments.</p> <p>CI5 Selecting sounds that make them feel a certain way or remind them of something.</p> <p>CI6 Playing sounds at the relevant point in a storytelling.</p>	<p>P1 Beginning to say what they liked about others' performances.</p> <p>P2 Facing the audience when performing.</p> <p>P3 Spontaneously expressing feelings around performing.</p> <p>P4 Performing actively as part of a group.</p> <p>P5 Demonstrating being a good audience member, by looking, listening and maintaining attention.</p>

Reception Autumn Term	Reception Spring Term	Reception Summer Term
<p>Reception Progression – Knowledge Objectives/Skills:</p> <p><u>Autumn 1 - Exploring sound</u> Key Skills: Listening and evaluating - LE1, LE2, LE3, LE4 Creating sound - CS2, CS3, CS4, CS5, CS6, CS7, CS10 Notation - N1 Composing and Improvising - CI1, CI2, CI3</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Explore using voices to make a variety of sounds. ● Explore how to use our bodies to make sounds. ● Explore the sounds of different instruments. ● Identify sounds in the environment and differentiate between them. ● Use voices to imitate nature sounds. <p><u>Autumn 2 - Celebration music</u> Key Skills: Listening and evaluating - LE1, LE2, LE3, LE4, LE6 Creating sound - CS1, CS5, CS8, CS9 Composing and Improvising - CI2, CI4, CI5</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Learn about music from another culture, particularly when related to the festival of Diwali ● Respond to music with movement ● Learn about music from another culture, particularly when related to the festival of Hanukkah. ● Learn the names of some traditional Jewish musical instruments. ● Play and move to traditional Jewish Hanukkah music. ● Learn about music from another culture, particularly when related to the festival of Kwanzaa ● Take part in a traditional call and response song ● Find classroom objects to use as drums and play in response to African music ● Learn about traditional Christmas music ● Take part in a group song involving singing, voice sounds and playing instruments ● Suggest appropriate actions to match song lyrics ● Sing and move to Christmas songs 	<p>Reception Progression – Knowledge Objectives/Skills:</p> <p><u>Spring 1 - Music and movement</u> Key Skills: Listening and evaluating - LE1, LE2, LE3 Creating sound - CS1 Composing and Improvising - CI2, CI8, CI9, CI10, CI11</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Understand why songs have actions ● Learn some simple Makaton signs to accompany a song ● Explore beat through body movement ● Express feelings and emotions through movement to music ● Explore beat through body movement ● Express feelings and emotions through movement to music ● Explore pitch and tempo through scarf dancing and body movement ● Express feelings and emotions through movement to music ● Perform action songs to a small audience. <p><u>Spring 2 - Musical stories</u> Key Skills: Listening and evaluating - LE1, LE2, LE3, LE4, LE5 Creating sound - CS1, CS5, CS6, CS7, CS8, CS10 Composing and Improvising - CI1, CI2, CI3, CI5, CI6 Performing – P2, P3, P4, P5</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Listen to the lyrics and melody: “Teddy Bear’s Picnic” by John Walter Bratton and Jimmy Kennedy and recall part of the story. ● Move to music with instruction, changing movements to match the tempo, pitch or dynamic of the piece. ● Talk about how a piece of music makes you feel. ● Use actions to retell a story to music ● Sing and perform a group song ● Learn how instruments can represent a certain mood, character or action ● Experiment with the sounds of different instruments ● Create a musical story based upon a familiar routine ● Use instruments to represent moods or actions ● Play an instrument as part of a group story ● Create a musical story based upon a familiar routine ● Use movement to express moods or actions within a musical story ● Play an instrument as part of a musical story and perform as a group 	<p>Reception Progression – Knowledge Objectives/Skills:</p> <p><u>Summer 1 - Transport</u> Key Skills: Listening and evaluating - LE1, LE2, LE3, LE5 Creating sound - CS1, CS2, CS3, CS4, CS6, CS7, CS10 Composing and Improvising - CI1, CI2, CI3 Performing – P1, P2, P3, P4, P5</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Explore creating sound effects. ● Explore making sounds at different speeds. ● Explore moving to different tempos. ● Interpret symbols to show a change in speed. ● Interpret a simple score to show tempo changes. <p><u>Summer 2 - Big band</u> Key Skills: Listening and evaluating - LE1, LE4 Creating sound - CS1, CS5, CS6, CS7, CS8, CS9, CS10 Composing and Improvising - CI1, CI2, CI3, CI4, CI5, CI8, CI9, CI10, CI11 Performing - P2, P3, P4, P5</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Discuss what makes a musical instrument ● Use recyclable materials to create a simple representation of a musical instrument ● Learn what an orchestra is ● Learn about the four different groups of musical instruments ● Copy and follow a beat ● Follow a beat using an untuned instrument ● Experiment with playing tuned and untuned instruments ● Play in time to familiar songs ● Choose appropriate instruments to represent different parts of a song. ● Perform a practised song to a small audience.

Vital Vocabulary:	Vital Vocabulary:	Vital Vocabulary:
Autumn 1 – Autumn 2 -	Spring 1 – Spring 2 -	Summer 1 – Summer 2 -
Enrichment Activities:	Enrichment Activities:	Enrichment Activities:



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Across KS1, our budding musicians should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes

- play tuned and untuned instruments musically

- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Year 1 Skills

Listening and Evaluating	Creating Sound	Notation	Composing and Improvising	Performing
<p>LE1 Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>LE 2 Engaging with and responding to longer pieces of music.</p> <p>LE 3 Coordinating the speed of their movements to match the speed of the music (not the beat).</p> <p>LE 4 Beginning to move in time with the beat of the music.</p> <p>LE5 Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, want to dance, happy)</p> <p>LE 6 Identifying some common instruments when listening to music.</p> <p>LE 7 Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).</p> <p>LE 8 Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</p> <p>LE 9 Recognising simple patterns and repetition in pitch (e.g. do re mi).</p> <p>LE 10 Talking about the tempo of music using the vocabulary of fast and slow.</p> <p>LE 11 Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</p> <p>LE 12 Talking about the pitch of music, using the vocabulary of high and low.</p> <p>LE13 Stating what they enjoyed about their peers' performances.</p> <p>LE14 Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p>LE15 Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</p> <p>LE 16 Appreciating music from a wide variety of cultures and historical periods.</p> <p>LE17 To recognise and name the following instruments: up to three instruments from Group A and B.</p> <p>LE18 To know that sections of music can be described as fast or slow and the meaning of these terms.</p> <p>LE19 To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>LE20 To know that sounds within music can be described as high or low sounds and the meaning of these terms.</p>	<p>CS1 Singing simple songs, chants and rhymes from memory.</p> <p>CS2 Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</p> <p>CS3 Competently singing songs with a very small pitch range (two notes that are different but close together).</p> <p>CS4 Breathing at appropriate times when singing.</p> <p>CS5 Exploring changing their singing voice in different ways.</p> <p>CS6 Singing a range of call and response songs, attempting to match the pitch and tempo they hear.</p> <p>CS7 Developing an awareness of how sound is affected by the way an instrument is held. (Groups A, B and C.)</p> <p>CS8 Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Groups A, B and C.)</p> <p>CS9 Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Group A.)</p> <p>CS10 Using instruments imaginatively to create soundscapes which convey a sense of place. (Group B.)</p> <p>CS11 Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Group A.)</p> <p>CS12 Starting to understand how to produce different sounds on pitched instruments. (Group C.)</p> <p>CS13 Maintaining a comfortable position when sitting or standing to sing and play instruments.</p>	<p>N1 Reading different types of notation by moving eyes from left to right as sound occurs.</p> <p>N2 Recognising pitch patterns using dots.</p> <p>N3 Using pictorial representations to stay in time with the pulse when singing or playing.</p> <p>N4 Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).</p> <p>N5 To know that notation is read from left to right.</p> <p>N6 To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</p> <p>N7 To know that pictorial representations of rhythm show sounds and rests.</p>	<p>CI1 Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.</p> <p>CI2 Improvising simple question and answer phrases, using untuned percussion or voices.</p> <p>CI3 Experimenting with creating different sounds using a single instrument.</p> <p>CI4 Experimenting with creating loud, soft, high and low sounds.</p> <p>CI5 Selecting objects and instruments to create sounds to represent a given idea or character.</p> <p>CI6 Playing and combining sounds under the direction of a leader (the teacher).</p>	<p>P1 Offering positive feedback on others' performances.</p> <p>P2 Starting to maintain a steady beat throughout short singing performances.</p> <p>P3 Keeping head raised when singing.</p> <p>P4 Keeping instruments still until their part in the performance.</p> <p>P5 Performing actively as part of a group; keeping in time with the beat.</p> <p>P6 Showing awareness of leader particularly when starting or ending a piece.</p>

Year 1 Autumn Term	Year 1 Spring Term	Year 1 Summer Term
Year 1 Progression – Knowledge Objectives/Skills:	Year 1 Progression – Knowledge Objectives/Skills:	Year 1 Progression – Knowledge Objectives/Skills:
<p><u>Autumn 1 - Keeping the pulse (My favourite things)</u> Key Skills: Listening and evaluating - LE1, LE2, LE4, LE8, LE9, LE17 Creating sound - CS1, CS2, CS3, CS4, CS5, CS9, CS13 Notation - N1, N3, N4, N5 Composing and Improvising - CI2 Performing - P2, P4, P5, P6</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Demonstrate an understanding of pulse using parts of the body. ● Keep a pulse and show a sound pattern using bodies and voices. ● Explore using a thinking voice to show the pulse. ● Play short rhythms in time with the pulse. ● Demonstrate an understanding of pulse through performance. <p><u>Autumn 2 - Tempo (Snail and Mouse)</u> Key Skills: Listening and evaluating - LE1, LE2, LE3, LE4, LE5, LE10, LE14, LE18, Creating sound - CS1, CS3, CS4, CS5, CS6, CS7, CS9, CS11 Notation - N1, N3, N5, N7, Composing and Improvising - CI1 Performing - P1, P2, P3, P4, P5, P6</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Use voices and bodies expressively, while exploring tempo. ● Practice a rhyme using fast and slow beats on instruments. ● Use voices to perform a song with a fast and slow beat. ● Use singing voices and an instrument to perform a song with a fast and slow beat. ● Demonstrate fast and slow beats within the context of a story. 	<p><u>Spring 1 - Dynamics (Seaside)</u> Key Skills: Listening and evaluating - LE1, LE2, LE3, LE5, LE6, LE7, LE10, LE11, LE12, LE13, LE15, LE16, LE17, LE19 Creating sound - CS7, CS10, CS11, CS13 Notation - N1, N5 Composing and Improvising - CI1, CI3, CI4, CI5, Performing - P1, P6</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Understand how music can be used to represent an environment. ● Understand how music can represent changes in an environment. ● Explore using instruments, body and voice to create a seaside soundscape. ● Identify how dynamics can reflect environments. ● Create and represent sounds using symbols. <p><u>Spring 2 - Sound patterns (Fairytale)</u> Key Skills: Listening and evaluating - LE1, LE2, LE5, LE6, LE7, LE8, LE11, LE13, LE19 Creating sound - CS8, CS10, CS11, CS12, CS13 Notation - N5 Composing and Improvising - CI1, CI5, CI6 Performing - P1, P4</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Explore and change dynamics using the voice. ● Experiment with creating different sounds using a single instrument. ● Read simple rhythmic patterns comprising of one beat sounds and one beat rests. ● Play sound patterns in time with the pulse using a visual stimulus. ● Show awareness of different roles when performing in a group performance. 	<p><u>Summer 1 - Pitch (Superheroes)</u> Key Skills: Listening and evaluating - LE1, LE2, LE3, LE5, LE9, LE10, LE12, LE13, LE20 Creating sound - CS10, CS11, CS13 Notation - N1, N2, N5, N6 Composing and Improvising - CI1, CI3, CI4, CI5, CI6 Performing - P1, P4, P6</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Identify high- and low-pitched sounds. ● Explore pitch by creating two-pitch patterns. ● Demonstrate tempo changes. ● Create a superhero theme tune with a variety in tempo and pitch. ● Perform a piece of superhero music showing a change of pitch and tempo. <p><u>Summer 2 - Musical symbols (Under the sea)</u> Key Skills: Listening and evaluating - LE1, LE2, LE3, LE4, LE5, LE6, LE7, LE10, LE11, LE12, LE13, LE17 Creating sound - CS8, CS10, CS12, CS13 Notation - N1, N5 Composing and Improvising - CI1, CI3, CI4, CI5, CI6 Performing - P1, P4, P6</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Explore tempo changes through movement. ● Explore how dynamics can be represented by different symbols. ● Clap simple rhythmic patterns while keeping the pulse. ● Interpret symbols to demonstrate a pitch pattern. ● Perform as part of a group to demonstrate dynamics, pitch and rhythm.
Vital Vocabulary:	Vital Vocabulary:	Vital Vocabulary:
Autumn 1 - pulse, singing voice, speaking voice, thinking voice Autumn 2 - beat, fast, singing voice, slow, speaking voice, warm up	Spring 1 - dynamics, instrument, seaside, soundscape, symbol, volume Spring 2 - character, voice, sound pattern	Summer 1 - high, low, pattern, performance, pitch, tempo Summer 2 – dynamics, pitch, rest, sound pattern, tempo
Enrichment Activities:	Enrichment Activities:	Enrichment Activities:



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Across KS1, our budding musicians should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically

- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Year 2 Skills

Listening and Evaluating	Creating Sound	Notation	Composing and Improvising	Performing
<p>LE1 Listening with concentration to short pieces of music or excerpts from longer pieces of music.</p> <p>LE 2 Engaging with and responding to longer pieces of music.</p> <p>LE3 Confidently moving in time with the beat of the music when modelled.</p> <p>LE4 Beginning to keep movements to the beat of different speeds of music..</p> <p>LE5 Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</p> <p>LE6 Identifying some common instruments when listening to music.</p> <p>LE7 Relating sounds in music to real-world experiences. (e.g. it sounds like squelching mud).</p> <p>LE8 Recognising simple patterns and repetition in rhythm. (e.g. where a pattern of beats is repeated).</p> <p>LE9 Recognising simple patterns and repetition in pitch (e.g. do re mi).</p> <p>LE10 Talking about the tempo of music using the vocabulary of fast and slow.</p> <p>LE11 Talking about the dynamics of the music, using the vocabulary of loud, quiet and silent.</p> <p>LE12 Talking about the pitch of music, using the vocabulary of high and low.</p> <p>LE13 Stating what they enjoyed about their peers' performances.</p> <p>LE 14 Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.</p> <p>LE15 Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</p> <p>LE16 Appreciating music from a wide variety of cultures and historical periods.</p> <p>LE17 To recognise and name the following instruments: up to three instruments from Group A and B.</p> <p>LE18 To know that sections of music can be described as fast or slow and the meaning of these terms.</p> <p>LE19 To know that sections of music can be described as loud, quiet or silent and the meaning of these terms.</p> <p>LE20 To know that sounds within music can be described as high or low sounds and the meaning of these terms.</p>	<p>CS1 Singing simple songs, chants and rhymes from memory.</p> <p>CS2 Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</p> <p>CS3 Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).</p> <p>CS4 Breathing at appropriate times when singing.</p> <p>CS5 Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy.</p> <p>CS6 Singing part of a given song in their head (using their 'thinking voice').</p> <p>CS7 Developing an awareness of how sound is affected by the way an instrument is held. (Grps A, B and C.)</p> <p>CS8 Developing an awareness of how dynamics are affected by the force with which an instrument is played. (Grps A, B and C.)</p> <p>CS9 Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling. (Grp A.)</p> <p>CS10 Using instruments imaginatively to create soundscapes which convey a sense of place. (Grp B.)</p> <p>CS11 Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. (Grp A.)</p> <p>CS12 Starting to understand how to produce different sounds on pitched instruments. (Grp C.)</p> <p>CS13 Maintaining a comfortable position when sitting or standing to sing and play instruments.</p>	<p>N1 Reading different types of notation by moving eyes from left to right as sound occurs.</p> <p>N2 Using a simplified version of a staff (only three lines) to notate known musical phrases (of two pitches).</p> <p>N3 Using pictorial representations to stay in time with the pulse when singing or playing.</p> <p>N4 Confidently reading simple rhythmic patterns comprising of one beat sounds (crotchets) and one beat rests (crotchet rests).</p> <p>N5 Beginning to read simple rhythmic patterns which include two half beats (quavers).</p> <p>N6 To know that notation is read from left to right.</p> <p>N7 To know that in all pictorial representations of music, representations further up the page are higher sounds and those further down are lower sounds.</p> <p>N8 To know that pictorial representations of rhythm show sounds and rests.</p>	<p>CI1 Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.</p> <p>CI2 Improvising simple question and answer phrases, using untuned percussion or voices.</p> <p>CI3 Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</p> <p>CI4 Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</p> <p>CI5 Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</p>	<p>P1 Offering positive feedback on others' performances.</p> <p>P2 Starting to maintain a steady beat throughout short singing performances.</p> <p>P3 Standing or sitting appropriately when performing or waiting to perform.</p> <p>P4 Beginning to acknowledge their own feelings around performance.</p> <p>P5 Performing actively as a group, clearly keeping in time with the beat.</p> <p>P6 Following a leader to start and end a piece appropriately.</p>

Year 2 Autumn Term	Year 2 Spring Term	Year 2 Summer Term
<p>Year 2 Progression – Knowledge Objectives/Skills:</p> <p><u>Autumn 1 - Call and response (Animals)</u> Key Skills: Listening and evaluating - LE1, LE2, LE5, LE8, LE13, LE14, LE17 Creating sound - CS4, CS5, CS6, CS8, CS9, CS13 Notation - Composing and Improvising - CI1, CI2, CI3, CI4, CI5 Performing - P1, P2, P3, P5</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Create short sounds with varied dynamics that represent an animal. ● Copy a short sound pattern. ● Explore call and response using instruments. ● Create sound patterns based on call and response. ● Perform different sound patterns with contrasting dynamics. <p><u>Autumn 2 - Instruments (Musical storytelling)</u> Key Skills: Listening and evaluating - LE1, LE2, LE3, LE5, LE6, LE7, LE10, LE11, LE12, LE13, LE17, LE18, LE19, LE20 Creating sound - CS8, CS10, CS11, CS12, CS13 Notation - Composing and Improvising - CI1, CI3, CI4, CI5 Performing -</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Explore listening and analysing a piece of music in relation to a story. ● Explore how music and sound effects can tell a story. ● Select appropriate sounds to match events, characters and feelings in a story. ● Suggest appropriate sounds to represent parts of a story. ● Perform a composition showing changes in tempo and dynamics. 	<p>Year 2 Progression – Knowledge Objectives/Skills:</p> <p><u>Spring 1 - Singing (On this Island)</u> Key Skills: Listening and evaluating - LE1, LE2, LE3, LE5, LE6, LE10, LE11, LE12, LE13, LE16, LE18, LE19, LE20 Creating sound - CS1, CS2, CS4, CS6, CS10, CS13 Notation - N1, N6 Composing and Improvising - CI1, CI4, CI5 Performing - P1, P3, P4, P6</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Learn to sing a British folk song. ● Practise and perform a song relating to the countryside. ● Practise and perform a song relating to the city. ● Create symbols to represent sounds. ● Develop and perform a musical composition. <p><u>Spring 2 - Contrasting dynamics (Space)</u> Key Skills: Listening and evaluating - LE1, LE2, LE5, LE6, LE7, LE8, LE10, LE11, LE13, LE15, LE16, LE18, LE19 Creating sound - CS10, CS11, CS12, CS13 Notation - N1, N4, N7 Composing and Improvising - CI1, CI2, CI3, CI4, CI5 Performing - P1, P4</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Create a simple soundscape using dynamic changes. ● Listen to music and respond creatively, considering how dynamics can be represented. ● Compare two pieces of music. ● Create a short pitch pattern to represent a planet. ● Perform a pitch pattern representing a planet, using vocal and instrumental sounds and changes in dynamics. 	<p>Year 2 Progression – Knowledge Objectives/Skills:</p> <p><u>Summer 1 - Structure (Myths and Legends)</u> Key Skills: Listening and evaluating - LE1, LE2, LE3, LE4, LE5, LE6, LE13 Creating sound - CS10, CS11, CS12, CS13 Notation - N1, N3, N4, N5, N8 Composing and Improvising - CI1, CI4, CI5 Performing - P1, P2, P3, P6</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Read and clap a rhythm based on a phrase from a story. ● Hear, write and clap rhythms based on a phrase from a story. ● Use a rhythm in different ways to demonstrate structure. ● Create a structure using rhythmic patterns. ● Perform a group composition. <p><u>Summer 2 - Pitch (Musical Me)</u> Key Skills: Listening and evaluating - LE9, LE12, LE13, LE20 Creating sound - CS1, CS2, CS3, CS4, CS6, CS7, CS9, CS12, CS13 Notation - N1, N2, N6, N7 Composing and Improvising - Performing - P1, P3, P4</p> <p>Key knowledge:</p> <ul style="list-style-type: none"> ● Understand and practice reading different symbols to show pitch. ● Sing and draw pitch patterns. ● Read and understand the notation for the song ‘Once a Man Fell in a Well.’ ● Use a tuned percussion instrument to play a song. ● Complete the notation for a short song using a three-line stave.
<p>Vital Vocabulary:</p>	<p>Vital Vocabulary:</p>	<p>Vital Vocabulary:</p>
<p>Autumn 1 - call and response, dynamics, sound pattern Autumn 2 – dynamics, encore, instrumental sound, sound effect, tempo</p>	<p>Spring 1 – composer, composition, dynamics, inspiration, pitch, tempo, phrase Spring 2 – composer, dynamics, pitch pattern, planet, representation, soundscape, tempo</p>	<p>Summer 1 - one-beat notes, composition, paired half-beat notes, legend, myth, notation, pulse, rest, rhythm, structure, tempo, thinking voice Summer 2 – dot, high, low, musical sentence, notation, phrase, pitch, pitch pattern, stave</p>
<p>Enrichment Activities:</p>	<p>Enrichment Activities:</p>	<p>Enrichment Activities:</p>



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Across KS2, our budding musicians should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Year 3 Skills

Listening and Evaluating	Notation	Composing and Improvising	Performing
<p>LE1 Explaining their preferences for a piece of music using musical vocabulary.</p> <p>LE2 Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>LE3 Understanding that music from different parts of the world, and different times, has different features.</p> <p>LE4 Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>LE5 Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>LE6 Beginning to show an awareness of metre.</p> <p>LE7 Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p> <p>LE8 Understanding that music from different times has different features.</p>	<p>N1 To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>N2 Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>N3 Performing from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p>	<p>CI1 Composing a piece of music in a given style with voices and instruments.</p> <p>CI2 Beginning to improvise musically within a given style using their voice.</p> <p>CI3 Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>CI4 Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>P1 Offering constructive feedback on others' performances.</p> <p>P2 Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>P3 Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p>

Year 3 Autumn Term	Year 3 Spring Term	Year 3 Summer Term
<p>Year 3 Progression – Knowledge Objectives/Skills:</p> <p>Autumn 1 - Ballads Key Skills: Listening and evaluating - LE1, LE2, LE4, LE5, LE6, LE7 Composing and Improvising - CI1, Performing - P1, P2, P3 Key knowledge:</p> <ul style="list-style-type: none"> ● Use musical vocabulary to explain the stylistic features of a ballad. ● Explore how actions can impact performance. ● Plan a musical structure inspired by a story. ● Create lyrics that match a melody. ● Show awareness of style, structure and features to perform a ballad. <p>Autumn 2 - Creating compositions for an animation (Mountains) Key Skills: Listening and evaluating - LE1, LE2, LE3, LE4, LE5, LE6, LE7, Notation - N2 Composing and Improvising - CI3, CI4 Performing - P1, P2, P3 Key knowledge:</p> <ul style="list-style-type: none"> ● Tell a story from a piece of music through movement. ● Create a soundscape using percussion instruments. ● Create a range of sounds to accompany a story. ● Compose and perform a rhythm to accompany a story. ● Compose and notate a short melody to accompany a story. 	<p>Year 3 Progression – Knowledge Objectives/Skills:</p> <p>Spring 1 - Developing singing technique (The Vikings) Key Skills: Listening and evaluating - LE3, LE4, LE6, LE7 Notation - N1, N2, N3 Composing and Improvising - CI1, CI3 Performing - P1, P2, P3 Key knowledge:</p> <ul style="list-style-type: none"> ● Sing in time with others. ● Recognise simple rhythmic notation by ear and by sight. ● Use simple rhythmic notation to compose a Viking battle song. ● Perform music with confidence and discipline. <p>Spring 2 - Pentatonic melodies and composition (Chinese New Year) Key Skills: Listening and evaluating - LE2, LE3, LE4, LE5, LE6, LE7 Notation - N2, N3 Composing and Improvising - CI3, CI4 Performing - P1, P3 Key knowledge:</p> <ul style="list-style-type: none"> ● Learn about the music used to celebrate the Chinese New Year festival. ● Play a pentatonic melody on a tuned percussion instrument. ● Write and perform a pentatonic melody. ● Perform a group composition. ● Perform a piece of music as a group. 	<p>Year 3 Progression – Knowledge Objectives/Skills:</p> <p>Summer 1 - Jazz Key Skills: Listening and evaluating - LE1, LE2, LE3, LE4, LE5, LE6, LE7, LE8 Notation - N2, N3, Composing and Improvising - CI1, CI2, CI3 Performing - P1, P2, P3 Key knowledge:</p> <ul style="list-style-type: none"> ● Sing and clap a syncopated rhythm for a ragtime-style song. ● Improvise a call and response. ● Be able to scat sing using the call and response format. ● Create a jazz motif. ● Adapt a familiar tune using jazz rhythms. <p>Summer 2 - Traditional instruments & improvisation (India) Key Skills: Listening and evaluating - LE1, LE2, LE3, LE4, LE5, LE7 Notation - N2, N3 Composing and Improvising - CI1 Performing - P1, P3 Key knowledge:</p> <ul style="list-style-type: none"> ● Form an opinion of Indian music. ● Be able to improvise using given notes. ● Be able to improvise using given notes. ● Create a piece of music using a drone, rag and tal. ● Perform a piece of music using musical notation.
<p>Vital Vocabulary:</p> <p>Autumn 1 - ballad, chorus, compose, dynamics, emotions, ensemble, facial expressions, features, feelings, instrumentals, lyrics, melody, nonsense words, performance, phrases, poem, pop songs, rehearse, rhyme, solo, stanza, story mountain, summarise, tune, verse, vocabulary, volume Autumn 2 – atmosphere, compose, composition, dynamics, ensemble, influence, in-time, layers, letter notation, listen, timbre, melody, melodic pattern, notation, opinion, pitch, repeated rhythm, represent, sound effect, soundscape, story, tempo, tuned percussion, untuned percussion</p>	<p>Vital Vocabulary:</p> <p>Spring 1 – beat, coordination, crotchet, discipline, duration, dynamics, improve, layer, lyrics, minim, notation, notes, quaver, rehearse, rhythm, tempo Spring 2 – accuracy, crescendo, control, composition, dynamics, duration, expression, features, fluency, folk music, glockenspiel, grid notation, harmony, layered melodies, letter notation, melody, musical terminology, notation, notes, octaves, pentatonic melody, pentatonic scale, phrases, scale, tempo, timbre, untuned percussion</p>	<p>Vital Vocabulary:</p> <p>Summer 1 - call and response, improvisation, jazz, motif, off-beat, pitch, Ragtime, rhythm, scat singing, straight quaver, strung quaver, swing music, swung rhythm, syncopated rhythm, syncopation, traditional jazz, tune Summer 2 – Bollywood, compose, drone, dynamics, harmonium, improvise, Indian, flute, lyrics, melodic line, notation, opinion, pitch, rag, repeated rhythm, rhythm, sarangi, sitar, tabla, tala, tempo</p>
<p>Enrichment Activities:</p>	<p>Enrichment Activities:</p>	<p>Enrichment Activities:</p>



Carlisle and Hampton Hill Federation



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- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Year 4 Skills

Listening and Evaluating	Notation	Composing and Improvising	Performing
<p>LE1 Explaining their preferences for a piece of music using musical vocabulary.</p> <p>LE2 Recognising the use and development of motifs in music.</p> <p>LE3 Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>LE4 Identifying common features between different genres, styles and traditions of music.</p> <p>LE5 Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>LE6 Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>LE7 Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>LE8 Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>LE9 Using musical vocabulary when discussing improvements to their own and others' work.</p>	<p>N1 To know that 'performance directions' are words added to music notation to tell the performers how to play.</p> <p>N2 Using letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p>	<p>CI1 Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>CI2 Beginning to improvise musically within a given style using an instrument.</p> <p>CI3 Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>CI4 Creating a piece of music with at least four different layers and a clear structure.</p>	<p>P1 Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>P2 Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>P3 Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>P4 Playing syncopated rhythms with accuracy, control and fluency.</p>

Year 4 Autumn Term	Year 4 Spring Term	Year 4 Summer Term
<p>Year 4 Progression – Knowledge Objectives/Skills:</p> <p><u>Autumn 1 - Body and tuned percussion (Rainforests)</u> Key Skills: Listening and evaluating - LE1, LE2, LE3, LE4, LE5, LE6, LE7 Notation - N1 Composing and Improvising - CI1 Performing - P1, P2, P3 Key knowledge:</p> <ul style="list-style-type: none"> ● Identify structure and texture in music. ● Use body percussion. ● Create musical rhythms using body percussion. ● Create simple tunes. ● Build and improve a composition. <p><u>Autumn 2 - Rock and Roll</u> Key Skills: Listening and evaluating - LE1, LE2, LE3, LE4, LE5, LE6, LE7, LE8 Notation - N2 Composing and Improvising - CI1, CI2 Performing - P1, P2, P3 Key knowledge:</p> <ul style="list-style-type: none"> ● Understand the history of rock and roll music. ● Be able to perform with a sense of style. ● Play a walking bass line on tuned percussion. ● Be able to play a rock and roll bass line. ● Be able to play a rock and roll piece of music. 	<p>Year 4 Progression – Knowledge Objectives/Skills:</p> <p><u>Spring 1 - Changes in pitch, tempo and dynamics (Rivers)</u> Key Skills: Listening and evaluating - LE1, LE3, LE4, LE5, LE6, LE7 Notation - N2 Composing and Improvising - CI1, CI2, CI3 Performing - P1, P2, P3 Key knowledge:</p> <ul style="list-style-type: none"> ● Sing in two parts using expression and dynamics. ● Recognise key elements of music. ● Perform a vocal ostinato. ● Create and perform an ostinato. ● Improve and perform a piece of music based around ostinatos. <p><u>Spring 2 - Haiku, music and performance (Hanami festival)</u> Key Skills: Listening and evaluating - LE2, LE3, LE4, LE5, LE6, LE7 Notation - N1, N2 Composing and Improvising -, CI1, CI3 Performing - P1, P2, P3 Key knowledge:</p> <ul style="list-style-type: none"> ● Describe the Hanami festival using suitable words and sounds. ● Represent a blossom tree using sounds. ● Identify different musical features using descriptive vocabulary. ● Work as a group to create a piece of music celebrating the Hanami festival. ● Perform a piece of music to celebrate Hanami. 	<p>Year 4 Progression – Knowledge Objectives/Skills:</p> <p><u>Summer 1 - Samba and carnival sounds and instruments (South America)</u> Key Skills: Listening and evaluating - LE4, LE5, LE7, LE8 Composing and Improvising - CI2, CI4 Performing - P2, P4 Key knowledge:</p> <ul style="list-style-type: none"> ● Recognise and identify the main features of samba music. ● Understand and play syncopated rhythms. ● Play syncopated rhythms as part of a group. ● Compose a basic rhythmic break. ● Perform rhythmic breaks within a samba piece. <p><u>Summer 2 -Adapting and transposing motifs (Romans)</u> Key Skills: Listening and evaluating - LE2, LE3, LE4, LE5, LE6, LE7, LE9 Notation - N1, N2 Composing and Improvising - CI1, CI2, CI3 Performing - P1, P3 Key knowledge:</p> <ul style="list-style-type: none"> ● Sing in tune and in time. ● Understand what a musical motif is. ● Compose and notate a motif. ● Develop and transpose a musical motif. ● Combine and perform different versions of a musical motif.
<p>Vital Vocabulary:</p> <p>Autumn 1 - body percussion, combine, compose, contrast, contrasting rhythms, dynamics, inspiration, layers, loop, melody, line, organisation, pitch, record, repeated melodies, rhythm, sections, structure, tempo, texture, tune, tuned percussion</p> <p>Autumn 2 – bass line, beat, chorus, dynamics, flat notes, hand jive, in-time, in-tune, notation, originate, pitch, rhythm, rhythmic patterns, rock and roll, sections, sequence, style, sharp notes, Tempo, untuned percussion, verse, vocals, walking bass line</p>	<p>Vital Vocabulary:</p> <p>Spring 1 – a cappella, dynamics, mood, ostinato, parts, percussion, rhythm, round, texture, tempo</p> <p>Spring 2 – inspiration, inter-related dimensions of music, melody, piano, pitch, pizzicato, represent, silent, sliding pitch, sound, sound effects, staccato, structure, syllable, tempo, texture, timbre, verse, vocabulary</p>	<p>Vital Vocabulary:</p> <p>Summer 1 - agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, Dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion</p> <p>Summer 2 – backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups</p>
<p>Enrichment Activities:</p>	<p>Enrichment Activities:</p>	<p>Enrichment Activities:</p>



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- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Year 5 Skills

Listening and Evaluating	Notation	Composing and Improvising	Performing
<p>LE1 Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>LE2 Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>LE3 Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>LE4 Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>LE5 Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>LE6 Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.</p>	<p>N1 To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>N2 To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p> <p>N3 Using staff notation to record rhythms and melodies.</p>	<p>CI1 Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>CI2 Improvising coherently within a given style.</p> <p>CI3 Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>CI4 Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>CI5 Suggesting and demonstrating improvements to own and others' work.</p>	<p>P1 Using musical vocabulary to offer constructive and precise feedback on others' performances.</p> <p>P2 Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>P3 Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>P4 Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p>

Year 5 Autumn Term	Year 5 Spring Term	Year 5 Summer Term
<p>Year 5 Progression – Knowledge Objectives/Skills:</p> <p><u>Autumn 1 - Composition notation (Ancient Egypt)</u> Key Skills: Listening and evaluating - LE3, LE5 Notation - N1, N2, N3 Composing and Improvising - CI1, CI2, CI4, CI5 Performing - P2, P3, P4 Key knowledge:</p> <ul style="list-style-type: none"> ● Sing with accuracy, fluency, control and expression. ● Explore and use different forms of notation. ● Understand note length. ● Read simple pitch notation. ● Use hieroglyphs and stave notation to write a piece of music. <p><u>Autumn 2 - Blues</u> Key Skills: Listening and evaluating - LE1, LE2, LE3, LE4, LE6 Notation - N3 Composing and Improvising - CI2, CI4, CI5 Performing - P1, P2, P3, P4 Key knowledge:</p> <ul style="list-style-type: none"> ● Know some features of blues music. ● Play the first line of the 12-bar blues. ● Be able to play the 12-bar blues. ● Be able to play the blues scale on a tuned instrument. ● Be able to improvise with notes from the blues scale. 	<p>Year 5 Progression – Knowledge Objectives/Skills:</p> <p><u>Spring 1 - South and West Africa</u> Key Skills: Listening and evaluating - LE2, LE4, LE5 Composing and Improvising - CI2, CI3 Performing - P2, P3, P4 Key knowledge:</p> <ul style="list-style-type: none"> ● Sing a traditional African song unaccompanied. ● Use tuned percussion to play a chord progression. ● Use vocals or tuned percussion to perform a piece of music as an ensemble. ● Play call and response rhythms using percussion instruments. ● Create an eight-beat break to play within a performance. <p><u>Spring 2 - Compositions for the festival of colour</u> Key Skills: Listening and evaluating - LE3, LE4, LE5 Composing and Improvising - CI1, CI4 Performing - P1, P3, P4 Key knowledge:</p> <ul style="list-style-type: none"> ● Understand that music can be represented with colours. ● Represent a piece of music as a graphic score. ● Create a vocal composition based on a picture. ● Create a piece of music inspired by a single colour. ● Work as a group to perform a piece of music. 	<p>Year 5 Progression – Knowledge Objectives/Skills:</p> <p><u>Summer 1 - Looping and remixing</u> Key Skills: Listening and evaluating - LE2, LE4, LE5 Composing and Improvising - CI1, CI2, CI3, CI4 Performing - P3, P4 Key knowledge:</p> <ul style="list-style-type: none"> ● Play a simple looped rhythm from notation. ● Explore how sound can be layered using loops. ● Play a melody line accurately and fluently. ● Select a section of a tune and perform it as a loop. ● Combine loops to create a remix. <p><u>Summer 2 -Musical theatre</u> Key Skills: Listening and evaluating - LE1, LE2, LE4, LE5 Composing and Improvising - CI1, CI4, CI5 Performing - P1, P2, P3 Key knowledge:</p> <ul style="list-style-type: none"> ● Understand the history of musical theatre. ● Identify character songs and action songs. ● Create a musical theatre scene. ● Rehearse a musical theatre scene. ● Perform a musical theatre scene.
<p>Vital Vocabulary:</p>	<p>Vital Vocabulary:</p>	<p>Vital Vocabulary:</p>
<p>Autumn 1 - accuracy, backing track, balance, composition, control, Crotchet, dotted minim, ensemble, expression, features, fluency, lyrics, minim, minor key, notation, parts, pitch, pitch notation, quaver, repeating, rhythm, semibreve, sheet music, staff notation, stave, structure, tempo, tune, tuned percussion, unison, vocal warm-ups</p> <p>Autumn 2 – 12-bar blues, ascending scale, backing track, bar, bent notes, blues, blues scale, chord, convey, descending scale, expression, features, flat, improvisation, lyrics, pitch, quavers, scale, sharp, solo, staff notation</p>	<p>Spring 1 – a capella, break, call and response, chords, chord, progression, diction, djembe, duo, dynamics, eight-beat break, Ensemble, expression, improvisation, major chord, master drummer, metronome, performance, polyrhythms, pronunciation, pulse, ostinato, rests, rhythm, soloist, syncopation, tempo, tuned percussion, unaccompanied, vocals</p> <p>Spring 2 – dynamics, graphic score, inspiration, layering, mood, Pitch, represent, soundtrack, synesthesia, tempo, texture, timbre, visual representation, vocal sounds</p>	<p>Summer 1 -accuracy, backbeat, body percussion, fragment, layers, loop, looped rhythm, melody, melody line, notation, ostinato, remix, rhythm, riff, structure</p> <p>Summer 2 – action song, backdrop, book musical, character song, choreographer, composer, comic opera, costumes, designer, dialogue, director, duet, ensemble, hip-hop musical, jukebox musical, librettist, libretto, lyricist, musical director, musical theatre, opera, operetta, performers, props, rock musical, scene, solo, tempo, timbre, transitions</p>
<p>Enrichment Activities:</p>	<p>Enrichment Activities:</p>	<p>Enrichment Activities:</p>



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- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Year 6 Skills

Listening and Evaluating	Notation	Composing and Improvising	Performing
<p>LE1 Understanding the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>LE2 Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles</p> <p>LE3 Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts</p> <p>LE4 Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>LE5 Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>LE6 Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>LE7 Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>LE8 Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>LE9 Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>	<p>N1 To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'.</p> <p>N2 To know that chord progressions are represented in music by Roman numerals.</p> <p>N3 Recording own composition using appropriate forms of notation and/or technology and incorporating the inter-related dimensions of music.</p> <p>N4 Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p>	<p>CI1 Improvising coherently and creatively within a given style, incorporating given features.</p> <p>CI2 Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>CI3 Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>CI4 Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>CI5 Constructively critique their own and others' work, using musical vocabulary.</p>	<p>P1 Using musical vocabulary to offer constructive and precise feedback on others' performances.</p> <p>P2 Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>P3 Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>P4 Performing a solo or taking a leadership role within a performance.</p> <p>P5 Performing by following a conductor's cues and directions.</p>

Year 6 Autumn Term	Year 6 Spring Term	Year 6 Summer Term
<p>Year 6 Progression – Knowledge Objectives/Skills:</p> <p>Autumn 1 - Songs of World War 2 Key Skills: Listening and evaluating - LE2, LE3, LE4, LE5, LE7, Notation - N4 Composing and Improvising - CI4 Performing - P1, P2, P3, P5 Key knowledge:</p> <ul style="list-style-type: none"> ● Use musical vocabulary to identify features of different eras of music. ● Improve accuracy in pitch and control for singing with expression and dynamics. ● Identify pitches within an octave when singing. ● Use knowledge of pitch to develop confidence when singing in parts. ● Be able to notate a melody using pitches up to an octave. <p>Autumn 2 -Dynamics, pitch and texture (Coast) Key Skills: Listening and evaluating -LE2, LE4, LE6, LE9 Notation - N3, N4 Composing and Improvising - CI1, CI2, CI4, CI5 Performing - P3, P4, P5 Key knowledge:</p> <ul style="list-style-type: none"> ● Appraise the work of a classical composer (Felix Mendelssohn). ● Improvise as a group using dynamics and pitch. ● Improvise as a group using texture. ● Use knowledge of dynamics, texture and pitch to create a group composition. ● Use teamwork to create a group composition featuring changes in texture, dynamics and pitch. 	<p>Year 6 Progression – Knowledge Objectives/Skills:</p> <p>Spring 1 - Film music Key Skills: Listening and evaluating - LE1, LE3, LE4, LE5, LE6, LE7, LE9, Notation - N1, N3, N4 Composing and Improvising - CI1, CI5 Performing - P1, P3 Key knowledge:</p> <ul style="list-style-type: none"> ● Appraise different musical features in a variety of film contexts. ● Identify and understand some composing techniques in film music. ● Use graphic scores to interpret different emotions in film music. ● Create and notate musical ideas and relate them to film music. ● Play a sequence of musical ideas to convey emotion. <p>Spring 2 - Theme and variations (Pop Art) Key Skills: Listening and evaluating - LE2, LE3, LE4, LE5, LE6, LE7, LE9 Notation - N4 Composing and Improvising - CI1, CI2, CI4, CI5 Performing - P2, P3 Key knowledge:</p> <ul style="list-style-type: none"> ● Explore the musical concept of theme and variations. ● Compare and contrast different variations in the piece The Young Person’s Guide to the Orchestra. ● Use complex rhythms to be able to perform a theme. ● Play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time. ● Use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. 	<p>Year 6 Progression – Knowledge Objectives/Skills:</p> <p>Summer 1 - Baroque Key Skills: Listening and evaluating - LE1, LE2, LE3, LE5, LE6, LE7, LE8, LE9 Notation - N3, N4, Composing and Improvising - CI1, CI2, CI4, CI5 Performing - P3 Key knowledge:</p> <ul style="list-style-type: none"> ● To understand the importance of Monteverdi in the history of opera. ● To read and play a canon from staff notation. ● Demonstrate an understanding of Baroque music features when composing. ● Combine knowledge of staff notation and aural awareness to play a fugue. ● Apply their understanding of fugue structure when performing with others. <p>Summer 2 -Composing and Performing a Leavers' Song Key Skills: Listening and evaluating - LE3, LE5, LE6, LE7 Notation - N2, N3, N4 Composing and Improvising - CI1, CI2, CI3, CI5 Performing - P1, P2, P3, P4, P5 Key knowledge:</p> <ul style="list-style-type: none"> ● Listen to and describe music. ● Write lyrics for a song. ● Organise lyrics into a song structure. ● Use vocal improvisation and known melodies against a backing track. ● Compose a melody. ● Compose a verse melody.
<p>Vital Vocabulary:</p> <p>Autumn 1 - accuracy, backing track, compare, contrast, complement, control, counter-melody, diaphragm, dynamics, era, expression, features, graphic score, harmony, harmonise, lyrics, melody, melody line, morale, notate, octave, parts, performance, techniques, phrase, phrasing, pitch, purpose, score, Solfa, Solfa ladder, tempo</p> <p>Autumn 2 –classical, characterise, composition, conductor, depict, Dynamics, ensemble, graphic score, improvisation, notation, orchestra, pitch, texture</p>	<p>Vital Vocabulary:</p> <p>Spring 1 – accelerando, body percussion, brass, characteristics, chords, chromatics, clashing, composition, conversation, convey, crescendo, descending, dynamics, emotion, evoke, features, imagery, improvise, interpret, interval, major, melodic, military, minor, modulate, orchestral, pitch, polished, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison, urgency</p> <p>Spring 2 – 3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, Semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind</p>	<p>Vital Vocabulary:</p> <p>Summer 1 -Baroque, bass clef, bass instrument, canon, counter melody, counter-subject, fugue, ground bass, improvise, melodic ostinato, melody, musical structure, opera, ostinato part, pitch, polyphonic, oratorio, recitative, a round, rhythmic ostinato, sharp note, staff notation, subject, texture</p> <p>Summer 2 – allegro, arrangement, backing track, chorus, chord progression, compose, Crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic, structure, repetitive, rhyme, ritardando, Tempo, sequence, stave notation, structure, upbeat, verse</p>
<p>Enrichment Activities:</p>	<p>Enrichment Activities:</p>	<p>Enrichment Activities:</p>

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