

Music Progression of Knowledge and Skills

Intent (Aims)	At Haseltine, we believe in the power of music to enable us to unify, immerse and communicate enabling us to understand and navigate the world around us. This is taught through five keys skills (knowledge of music, notation, listening, composing and performing) that we learn and build on each year.						
Pedagogy (How?)	<p>At Haseltine we follow the 'Charanga Musical Scheme' to aid us in delivering a well-balanced and responsive music curriculum. In their learning pupils' develop:</p> <ul style="list-style-type: none"> • their ability to listen and appreciate a wide variety of music and to make informed judgements about musical quality • an involvement in different forms of amateur music-making, both individual and communal, thereby developing a sense of group identity and togetherness. <p>Every half term Haseltine holds a musical showcase for KS1 and KS2 (Reception to take part in summer term) to:</p> <ul style="list-style-type: none"> • embed the sense of community within the school • immerse the children in a shared performance with their peers • provide an opportunity to reflect on their own progress. <p>It also increases self-discipline, creativity, aesthetic awareness, sensitivity and fulfilment. These skills, set the foundation for the children to be lifelong learners and apply this skill set across the curriculum.</p>						
Curriculum (What?)	EYFS (All skills crossover)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Pulse/Beat/Metre	<p>Expresses self through physical actions and sound.</p> <p>Experiments and creates movement in response to music, stories and ideas.</p>	<p>Watch, follow, feel and move to a steady beat with others.</p> <p>Find and enjoy moving to music in different ways.</p> <p>Respond to the pulse in recorded/live music through movement and dance.</p>	<p>Show the different sections of a song structure or piece of music through actions.</p>	<p>Recognise and move in time with the beat.</p> <p>Play the steady beat on percussion instruments.</p> <p>Recognise the 'strong' beat.</p> <p>Play in time with a steady beat in 2/4, 4/4 and 3/4.</p>	<p>Recognise and move in time with a steady beat.</p> <p>Play in time with a steady beat and identify the metres 2/4, 4/4 and 3/4.</p> <p>Respond to the 'offbeat' or 'backbeat'.</p>	<p>Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</p> <p>Identify the instrumental break and its purpose in a song.</p> <p>Recognise phrases and repeated sections.</p>	<p>Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</p> <p>Identify the instrumental break and its purpose in a song.</p> <p>Recognise phrases and repeated sections.</p> <p>Discuss the purpose of a bridge section.</p>

						Discuss the purpose of a bridge section.	
Rhythm	<p>Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping.</p> <p>Creates rhythmic sounds and movements.</p>	<p>Recognise and clap long sounds and short sounds, and simple combinations.</p> <p>Perform short, copycat rhythm patterns accurately, led by the teacher.</p> <p>Perform short, repeating rhythm patterns (ostinati and riffs) while keeping in time with a steady beat.</p> <p>Perform word-pattern chants; create, retain and perform your own rhythm patterns.</p>	<p>Recognise long sounds and short sounds, and match them to syllables and movement.</p> <p>Play copy back rhythms, copying a leader, and invent rhythms for others to copy on untuned and tuned percussion.</p> <p>Create rhythms using word phrases as a starting point.</p>	<p>Recognise by ear and notation: minims, crotchets, quavers and their rests.</p> <p>Copy simple rhythm patterns created from minims, crotchets, quavers and their rests.</p> <p>Create simple rhythm patterns by ear and using simple notation from minims, crotchets, quavers and their rests.</p> <p>Alternate between a steady beat and rhythm.</p>	<p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • Semibreves, minims, crotchets, quavers and semiquavers • Dotted minims and dotted crotchets <p>Copy simple rhythm patterns created from semibreves, minims, crotchets, quavers and rests.</p> <p>Create rhythm patterns by ear and using simple notation, that use semibreves, minims, crotchets and quavers.</p> <p>Understand and explain the difference between beat and rhythm.</p> <p>Recall the most memorable rhythms in a song or piece of music.</p>	<p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • Minims, dotted crotchets, crotchets, quavers and their rests <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted quavers, quavers and their rests <p>Recognise dotted rhythm in melodies.</p> <p>Copy simple rhythm patterns using the above rhythms.</p> <p>Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns.</p> <p>Recall the most memorable rhythms in a song or piece of music.</p>	<p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • Minims, crotchets, quavers, semiquavers and their rests <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • 6/8 rhythm patterns • Dotted crotchets, triplet quavers, dotted triplet quavers, quavers and their rests <p>Recognise by ear and notation:</p> <ul style="list-style-type: none"> • 9/8 rhythm patterns • Dotted crotchets, triplet quavers and quaver notes and their rests. <p>Recognise dotted rhythm in melodies.</p> <p>Copy simple rhythm patterns using the above rhythms.</p> <p>Create rhythm patterns by ear and using simple notation, that use the above rhythm patterns.</p> <p>Recall the most memorable rhythms in a song or piece of music.</p>

Pitch (Melody)

<p>Recognise, sing and play high and low-pitched notes.</p>	<p>Identify the high notes and low notes in a melody.</p>	<p>Show the shape of a melody as rising and falling in pitch.</p>	<p>Identify and explain what a melody is.</p>	<p>Identify and explain steps, jumps and leaps in the pitch of a melody.</p>	<p>Identify major and minor tonality by ear and from notation.</p>
<p>Explore singing and playing C, D, E from the C major scale.</p>	<p>Join in part of a melody.</p>	<p>Learn to sing a melody by ear or from notation.</p>	<p>Understand melodic movement up and down as pitch.</p>	<p>Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D</p>	<p>Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.</p>
<p>Explore singing and playing F, G, A from the F major scale.</p>	<p>Rehearse and play a simple instrumental melody as a part to go with a song.</p>	<p>Learn to rehearse and play a melodic instrumental part by ear or from notation.</p>	<p>Learn to play one or more of four differentiated melodic instrumental parts, by ear and from notation.</p>	<p>Identify the following scales by ear or from notation: C major F major D minor G major Eb major C minor</p>	<p>Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D</p>
	<p>Identify the names of the notes on a glockenspiel: C, D, E, F, G, A, B, C.</p>	<p>Identify the names of the pitched notes on a stave: C, D, E, F, F#, G, A, B, Bb, C.</p>	<p>Identify the names of the pitched notes on a stave: C, D, E, Eb, F#, G, A, B, Bb, C, C#, D</p>	<p>Add new chords II and VI from a given tonality.</p>	<p>Identify the following scales by ear or from notation: A minor G major D major D minor F major Identify an interval of a major triad: 3rd, 5th.</p>
	<p>Use body percussion and untuned and tuned percussion instruments with a song, and listen to how the sounds blend together.</p>	<p>Identify the scales of: C major G major F major Identify if a scale is major or minor.</p>	<p>Identify the following scales by ear or from notation: C major F major G major A minor</p>	<p>Identify tone by ear or from notation.</p>	<p>Identify an octave by ear or notation.</p>
	<p>Identify and play by ear or notation notes in the tonality of C major.</p>	<p>Copy simple melodies by ear or from reading notation.</p>	<p>Identify and talk about the way vocals are used in a song.</p>	<p>Identify intervals 3rd, 5th and 7th.</p>	<p>Use chords C, F, G and A minor by ear or from notation.</p>
		<p>Create melodies by ear and notate them.</p>	<p>Identify and explain:</p> <ul style="list-style-type: none"> • Harmony: two or more notes heard at the same time • Second part: a second musical part, usually a melodic line, that creates harmony 	<p>Identify the tonal centres of: C major and C minor F major D minor and D major Eb major Identify and demonstrate the following scales by ear and from notation: Major scale Minor scale Pentatonic scale</p>	<p>Identify the tonal centres of: A minor G major D major D minor F major Identify and demonstrate the following scales by ear and from notation: Major scale Minor scale Pentatonic scale Blues scale</p>
		<p>Explore and play by ear or from notation:</p> <ul style="list-style-type: none"> • 5-note scale • Pentatonic scale 	<p>Explore chords I, IV and V in instrumental accompaniments.</p>		
			<p>Explore intervals of 3rd, 5th and octaves.</p>		

					Identify the following tonal centres by ear or from notation: C major F major G major A minor Identify and demonstrate a major and minor scale.		
Tempo	Begins to make believe by pretending using sounds, movements, words, objects Begin to describe sounds and music imaginatively, e.g. <i>scary music</i> .	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat.	Change the speed of a steady beat, moving from fast to slow, slow to fast. Understand that the speed of the beat can change, creating a faster or slower pace.	Control the speed of a steady beat, getting faster and getting slower.	Direct the class in controlling the speed of a steady beat in a class performance.	Recognise the connection between tempi and musical styles.	Recognise an effective use of tempo at the end of a song.
Dynamics		Talk about loud sounds and quiet sounds and give some examples.	Identify loud and quiet sections of music, and discuss what makes the music loud and quiet. Understand the meaning of loud and quiet (forte and piano).	Listen out and respond to forte (loud) sections of music. Identify instruments playing loud dynamics when listening to the music. Use dynamics to help communicate the meaning of a song.	Identify gradation of dynamics and use the correct vocabulary to describe crescendo and diminuendo.	Recognise the difference between the speed of a steady beat, a fast beat and a slow beat. Change the speed of a steady beat, moving from fast to slow, slow to fast. Control the speed of a steady beat, getting faster and getting slower. Direct the class in controlling the speed of a steady beat in a class performance. Recognise the connection between tempi and musical styles.	Identify how dynamics change the mood and feel of music using vocabulary: forte, piano, mezzo forte, mezzo piano, crescendo and diminuendo. Identify how dynamics can support the structure of a song or piece of music, eg diminuendo leading into a new section and change of mood. Identify the connection between dynamics and texture, eg adding more players and/or singers makes the music louder.

Timbre

<p>Responds imaginatively to art works and objects, e.g. this music sounds like dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth</p> <p>Creates sound effects and movements, e.g. creates the sound of a car, animals.</p>	<p>Identify different sounds in the environment, indoors and outside.</p> <p>Identify the sounds of the instruments played in school.</p> <p>Identify some of the sounds of the instruments heard when listening to music</p>	<p>Know the difference between a speaking voice and a singing voice.</p> <p>Identify friends from the sound of their voice.</p>	<p>Choose particular instruments for rehearsal and performing.</p> <p>Identify the sound of different tuned and untuned percussion instruments.</p>	<p>Explain tone colour: the instruments or voices heard that can be recognised by their unique qualities.</p> <p>Recognise the following groups of instruments: a marching band and a symphony orchestra and its separate families: woodwind, brass, percussion and strings.</p> <p>Identify the following instruments by ear and through a range of media: banjo, acoustic guitar, tuned and untuned percussion, steel pans, clarinet, trombone, trumpet, piano, keyboard, bass drums, tuba, piccolo, bass guitar, synthesizer and electric guitar.</p> <p>Recognise the difference between the sound of male and female voices.</p> <p>Understand the importance of the vocal warm-up and its impact on the tone of the voice.</p>	<p>Recognise the following ensembles:</p> <ul style="list-style-type: none"> • Gospel choir and soloist • Rock band • Symphony orchestra • A Cappella group <p>Identify the following instruments by ear and through a range of media: drum kit, electric guitar, electric bass guitar, acoustic guitar, keyboard or Hammond organ, synthesizer, saxophone, trumpet, harmonica, banjo, accordion, tuned and untuned percussion, steel pans and instruments of the orchestra such as clarinet, tuba, violin, trombone and flute.</p> <p>Recognise the difference between the sound of male and female voices. Recognise tone colour and rapping.</p>	<p>Recognise the following ensembles:</p> <ul style="list-style-type: none"> • Pop group • A Cappella group • Gospel choir <p>Identify instruments that add particular colour to a song or piece of music.</p> <p>Identify the following instruments by ear and through a range of media:</p> <ul style="list-style-type: none"> • Band instruments such as keyboard, electric or Hammond organ, saxophone, trumpet, electric guitar, electric bass guitar, drum kit, vocals, drum machine and synthesizer. • Instruments of the orchestra from the strings, woodwind, brass and tuned and untuned percussion families, particularly violin, cello, double bass, flute, clarinet, trumpet, trombone, French horn, tuba, drums (timpani), glockenspiel, xylophone and piano. • Other instruments such as steel pans, harmonica, banjo and accordion.
---	---	---	---	--	---	---

<p>Texture</p>	<p>Sings to self and makes up simple songs.</p>	<p>Sing together. Listen out for combinations of instruments together.</p>	<p>Understand that singing and playing together creates a musical texture. Add body percussion accompaniments.</p>	<p>Understand that singing and playing together creates a musical texture.</p> <p>Add body percussion accompaniments. Listen to the accompaniment to a song.</p> <p>Identify large numbers of people playing and singing. Listen out for solo players.</p>	<p>Identify and explain texture: the number of voices or instruments playing and the richness of the sound they create.</p> <p>Identify male and female solo voices and backing vocals, and talk about the different textures they create in the music.</p> <p>Understand and demonstrate the effect that repeated rhythmic or melodic patterns (as riffs/ostinati) have on the texture of a piece of music.</p> <p>Explain the term 'unison' and the difference between unison and solo.</p>	<p>Identify solos and instrumental breaks in songs and music.</p> <p>Talk about solo voices, backing vocals and different vocal textures.</p> <p>Identify changes in texture. Talk about the different textures created by intervals and chords.</p>	<p>Sing and play instruments in different-sized groups.</p> <p>Identify solos and instrumental breaks in songs and music.</p> <p>Talk about solo voices, backing vocals and different vocal textures.</p> <p>Refer to repeated rhythmic or melodic patterns as riffs/ostinati.</p> <p>Talk about the different textures created by intervals and chords.</p> <p>Understand how texture builds throughout a piece as voices are layered.</p>
<p>Structure (Form)</p>	<p>Creates sounds, movements, drawings to accompany stories.</p> <p>Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes</p> <p>Uses movement and sounds to express experiences, expertise, ideas and feelings.</p>	<p>Add movement to key sections of a song. Understand when to sing in a verse and a chorus.</p>	<p>Join in with a repeated section of a song: the chorus, the response. Join in with the main tune when it is repeated.</p>	<p>Show the different sections of a song structure or piece of music through actions.</p>	<p>Identify and explain the following structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</p> <p>Identify the instrumental break and its purpose in a song.</p> <p>Recognise phrases and repeated sections.</p>	<p>Identify and explain the structural terms: verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form within musical structures.</p> <p>Identify the instrumental break and its purpose in a song.</p> <p>Recognise phrases and repeated sections.</p>	<p>Talk about how musical styles often have the same musical structure, eg Folk music: verse and chorus; Rock and Pop music: verse, chorus, bridge and instrumental break.</p> <p>Talk about the purpose of musical structures.</p> <p>Identify where changes in texture and tonality help emphasize the contrasting sections in a song.</p>

					Discuss the purpose of a bridge section.	Discuss the purpose of a bridge section.	Recognise that changing the tonality at different points within the song creates different sections to the structure.
--	--	--	--	--	--	--	---