

# Music Progression of Pitch (EYFS – KS2)

EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Vocabulary introduced and revisited throughout the year: rhyme, song, pattern, slow, fast, instrument						
Musical performances throughout the year	Harvest songs:  Rehearse songs to perform at St Mary's Church	Nativity songs:  Sing and perform a variety of Nativity songs	Using Charanga scheme to practise and perform songs as a year group			
Musical development throughout the year	-Sing the pitch of a tone sung by another person ("pitch match").  -Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  -Create their own songs, or improvise a song around one they know.  -Play instruments with increasing control to express their feelings and ideas.					
Composer of the term	Composer study: John Williams	Camille Saint-Saens –Carnival of the Animals	Composer study: Wolfgang Amadeus Mozart	Composer study: George Gurshwin	Composer study- Vivaldi - Four seasons	Composer Study: Klaus Badelt
Purpose:  To listen and talk about dance and performance art, expressing their feelings and responses	Respond to what they have heard, expressing their thoughts and feelings	Children move in a variety of ways to the music in PE sessions, explore the ways in which they can express themselves and move in time with the music.  Tchaikovsky- Nutcracker – Watch the Sugar Plum fairy's performance in the Nutcracker	Discuss similarities and differences to composers already studied  Discuss instruments in the music and the effects  Children move in a variety of ways to the music in PE sessions and explore the ways in which they can move to the music	Discuss similarities and differences to composers already studied  Discuss instruments in the music and the effects  Children move in a variety of ways to the music in PE sessions and explore the ways in which they can move to the music	Discuss similarities and differences to composers already studied  Discuss instruments in the music and the effects  Children move in a variety of ways to the music in PE sessions and explore the ways in which they can move to the music	Discuss similarities and differences to composers already studied  Discuss instruments in the music and the effects  Children move in a variety of ways to the music in PE sessions and explore the ways in which they can move to the music
ELG:	Early Learning Goals (ELG) End of year expectations: -Expressive Arts and Design- Being Imaginative and Expressive -Children at the expected level of development will: -Invent, adapt, and recount narratives and stories with peers and their teacher. -Sing a range of well-known nursery rhymes and songs -Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music					

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	<u>Year 1</u>	<u>Year 2</u>	<u>LKS2 Cycle 1</u>	<u>LKS2 Cycle 2</u>	<u>Year 5</u>	<u>Year 6</u>
Vocabulary	Pulse, rhythm, pitch (high/low), compose, perform, audience	Tempo, melody, dynamics, pulse, tuned, untuned, improvise	Structure, verse, chorus, hook, texture, vocals, riff, pentatonic scale, notation	Unison, notation, percussion, compose	Tune, note values, note names, harmony, timbre, texture	Dimensions of music
<b>Listen and Appraise</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-Know 5 songs off by heart.</li> <li>-Know what the songs are about.</li> <li>- Know and recognise the sound and names of some of the instruments they use.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Enjoy moving to music by dancing, marching, being animals or pop stars</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-Know that some songs have a chorus or a response/answer part.</li> <li>- Know that songs have a musical style</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Learn how songs can tell a story or describe an idea.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-Know 5 songs from memory and who sang them or wrote them.</li> <li>-Know the style of 5 songs.</li> <li>-Identify a song's lyrics: What the song is about</li> <li>-Identify any musical dimensions featured in a song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</li> <li>- Identify the main sections of a song (introduction, verse, chorus etc.</li> <li>- Identify some of the instruments they hear in a song</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Confidently identify and move to the pulse.</li> <li>-Consider what the words of a song mean.</li> <li>-Discuss in turns how music makes them feel.</li> <li>-Listen carefully and respectfully to other people's thoughts about music.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-Identify indicators of a songs style (musical characteristics that give the song its style</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Discuss musical dimensions working together in songs e.g., if the song gets louder in the chorus (dynamics).</li> <li>-Consider how the music makes them feel.</li> <li>-Use musical vocabulary when discussing music.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-Know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</li> <li>-Know the style of the five songs and to name other songs from the Units in those styles.</li> <li>-Know some of the style indicators of the songs (musical characteristics that give the songs their style)</li> <li>-Identify the historical context of the songs. What else was going on at the time?</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Identify and move to the pulse with ease.</li> <li>-Identify and discuss the message of songs.</li> <li>-Compare two songs in the same style, talking about what stands out musically in each of them</li> <li>-Compare similarities and differences.</li> <li>-Listen carefully and respectfully to other people's thoughts about the music.</li> <li>- Use musical vocabulary when discussing music.</li> <li>-Discuss the musical dimensions working together in the</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>-know and talk about that fact that we each have a musical identity</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>-Talk about the music and how it makes you feel, using musical language to describe the music.</li> </ul>

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					Unit songs.	
<b>7 elements of music</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know music has a steady beat, like a heartbeat.</li> <li>- Know that we can create rhythms from words, our names, favourite colours and animals</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Find the pulse</li> <li>- Listen and copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li> <li>- Create rhythms for others to copy.</li> <li>- Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that rhythm is different from the steady pulse.</li> <li>- Know that there are high and low sounds (pitch) when we sing and play our instruments</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Find the pulse</li> <li>- Listen and copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat.</li> <li>- Create rhythms for others to copy.</li> <li>- Listen and sing back. Use your voices to copy back using 'la', whilst marching to the steady beat</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how to find and demonstrate the pulse</li> <li>- Know the difference between pulse and rhythm.</li> <li>- Know how pulse, rhythm and pitch work together to create a song.</li> <li>- Know that every piece of music has a pulse/steady beat.</li> <li>- Know the difference between a musical question and an answer.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Find the Pulse</li> <li>- Clap and say back rhythms with or without notation</li> <li>- Using up to two notes, copy or play back rhythms on instruments with or without notation.</li> <li>- Using up to two notes, create a simple rhythm pattern with or without notation.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that rhythm is the long and short patterns over the pulse.</li> <li>- Know that pitch is the high and low notes that create a melody.</li> <li>- Know how to keep the internal pulse</li> <li>- Know how to create ideas for the group to copy or respond to.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Find the Pulse</li> <li>- Clap and say back rhythms with or without notation</li> <li>- Using up to two notes, copy or play back rhythms on instruments with or without notation.</li> <li>- Using up to two notes, create a simple rhythm pattern with or without notation</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</li> <li>- Know how to keep the internal pulse</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Copy back rhythms based on the words of a song, that include syncopation/off beat</li> <li>- Copy back riffs using simple and syncopated rhythm patterns</li> <li>- Copy back riffs by ear with or without notation with up to three notes.</li> <li>- Lead the class by inventing rhythms for others to copy back.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song.</li> <li>- Know how to keep the internal pulse</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Copy back rhythms based on the words of a song, that include syncopation/off beat</li> <li>- Copy back riffs using simple and syncopated rhythm patterns</li> <li>- Copy back riffs by ear with or without notation with up to three notes.</li> <li>- Lead the class by inventing rhythms for others to copy back</li> </ul>
<b>Singing</b>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Confidently sing or rap five songs from memory and sing them in unison.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Experiment singing notes of different pitches (high and low).</li> <li>- Explore making different types of sounds with their voices – you can rap or say words in rhythm.</li> <li>- Follow a leader to know when to start and stop singing</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that unison is everyone singing at the same time.</li> <li>- Know that songs include other ways of using the voice e.g. rapping (spoken word).</li> <li>- Know why we need to warm up our voices.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- Find a comfortable singing position</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know singing in a group can be called a choir.</li> <li>- Know the leader or conductor is a person who the choir or group follow.</li> <li>- Understand songs can make you feel different things e.g. happy, energetic or sad.</li> <li>- Know singing as part of an ensemble or large group is fun, but that you must listen to each other.</li> <li>- Know why you must warm up your voice.</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know that a solo singer makes a thinner texture than a large group.</li> </ul> <p><b>Skills</b></p> <ul style="list-style-type: none"> <li>- To re-join the song if lost.</li> <li>- To listen to the group when singing</li> </ul>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know and confidently sing five songs and their parts from memory and to sing them with a strong internal pulse. - Identify a song's main features</li> <li>- Identify singing in unison, the solo, lead vocal, backing vocals or rapping in a song.</li> <li>- Know what the song is about and the meaning of the lyrics.</li> <li>- Know and explain the importance of warming up your voice</li> </ul> <p><b>Skills</b></p>	<p><b>Knowledge</b></p> <ul style="list-style-type: none"> <li>- Know about the style of the songs so you can represent the feeling and context to an audience.</li> <li>- To choose a song and be able to talk about: Its main features</li> <li>- Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>- To know what the song is about and the meaning of the lyrics</li> <li>- To know and explain the importance of warming up your voice</li> </ul> <p><b>Skills</b></p>

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			<b>Skills</b> Sing in unison and in simple two-parts. -Demonstrate a good singing posture. -Follow a leader when singing. -Exploring singing solo. -Sing with awareness of being 'in tune'. -Be aware of the pulse internally when singing		-Sing in unison and to sing backing vocals. -Enjoy exploring singing solo. Experience rapping and solo singing. -Listen to each other and be aware of how you fit into the group.	-To sing in unison and to sing backing vocals. -To demonstrate a good singing posture. -To follow a leader when singing. -To experience rapping and solo singing. -To listen to each other and be aware of how you fit into the group -To sing with awareness of being 'in tune'.
<b>Playing</b>	<b>Knowledge</b> -Know the names of the notes in their instrumental part from memory or when written down. - Learn the names of the instruments they are playing  <b>Skills</b> - Treat instruments carefully and with respect. -Play a tuned instrumental part with the song they perform. -Learn to play an instrumental part that matches their musical Challenge - Listen to and follow musical instructions from a leader.	<b>Knowledge</b> -Know the names of untuned percussion instruments played in class.  <b>Skills</b> -Play the part in time with the steady pulse. -Treat instruments carefully and with respect. -Play a tuned instrumental part with the song they perform. -Learn to play an instrumental part that matches their musical Challenge - Listen to and follow musical instructions from a leader.	<b>Knowledge</b> -Know the instruments used in class (a glockenspiel, a recorder)  <b>Skills</b> -Treat instruments carefully and with respect. -Play differentiated parts on a tuned instrument (a one note, simple or medium part or the melody of the song) from memory or using notation. -Rehearse and perform their part within a given context. -Listen to and follow musical instructions from a leader	<b>Knowledge</b> -Know other instruments they might play or be played in a band or orchestra or by their friends.  <b>Skills</b> -Experience leading the playing by making sure everyone plays in the playing section of the song.	<b>Knowledge</b> -Know and discuss different ways of writing music down – e.g., staff notation, symbols. - Know and discuss the notes C, D, E, F, G, A, B + C on the treble stave  <b>Skills</b> -Play a musical instrument with the correct technique within a given context. -Select and learn an instrumental part that matches their musical challenge (a one-note, simple or medium part or the melody of the song) from memory or using notation. -Lead a rehearsal session	<b>Knowledge</b> - Know and discuss different ways of writing music down – e.g., staff notation, symbols. - Know and discuss the notes C, D, E, F, G, A, B + C on the treble stave  <b>Skills</b> -Play a musical instrument with the correct technique within a given context. -Select and learn an instrumental part that matches their musical challenge (a one-note, simple or medium part or the melody of the song) from memory or using notation. -Lead a rehearsal session
<b>Improvisation</b>	<b>Knowledge</b> - Know that improvisation is about making up your own tunes on the spot, that it has never been heard before and is not written down  <b>Skills</b> - Listen and clap your own answer (rhythms of words). -Listen and sing/play back your own answer using one or two notes. -Improvise using one or two notes.	<b>Knowledge</b> - Know that you can improvise on more than one note (up to two notes).  <b>Skills</b> -Listen and clap your own answer (rhythms of words). -Listen and sing/play back your own answer using one or two notes. -Improvise using one or two notes	<b>Knowledge</b> -Know improvisation is making up your own tunes on the spot -Know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them -Know that using one or two notes confidently is better than using five -Know that if you improvise using the notes you are given, you cannot make a mistake	<b>Knowledge</b> -Know that you can use riffs from other songs in your own improvisations.  <b>Skills</b> -Listen and sing back an improvised melodic pattern.	<b>Knowledge</b> -Know that you can use some of the riffs and licks you have learnt elsewhere in your improvisations. -Know three well-known improvising musicians  <b>Skills</b> -Copy back using instruments using up to three notes. -Use question and answer on an instrument using up to three notes (starting on G).	<b>Knowledge</b> -Know that you can use some of the riffs and licks you have learnt elsewhere in your improvisations. -Know three well-known improvising musicians  <b>Skills</b> Copy back using instruments using up to three notes.



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			<b>Skills</b> -Listen and sing back. -Listen and play back an improvised answer using up to two notes on an instrument. -Take it in turns to improvise using up to three notes on an instrument.		-Improvise on up to any three given notes. -Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)	-Use question and answer on an instrument using up to three notes (starting on G). -Improvise on up to any three given notes. -Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B
<b>Composition</b>	<b>Knowledge</b> - Know composing is like writing a story with music. <b>Skills</b> - Compose a simple melody using up to three notes in a group. -Notate their own compositions and change them if necessary	<b>Knowledge</b> -Know composing is like writing a story with music <b>Skills</b> -Compose simple melodies with up to 5 notes in a group	<b>Knowledge</b> -Know a composition is music that is created by you and kept in some way. -It can be played or performed again to your friends. -Know different ways of recording compositions (letter names, symbols, audio etc.) <b>Skills</b> -Help create at least one simple melody using one, three or five different notes. -Plan and create a section of music that can be performed within the context of the unit song. -Talk about how it was created. -Listen to, reflect upon the developing composition, and make musical decisions about pulse, rhythm, pitch, dynamics, and tempo. -Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).	<b>Knowledge</b> -Know a composition is music that is created by you and kept in some way. -It can be played or performed again to your friends. -Know different ways of recording compositions (letter names, symbols, audio etc.) <b>Skills</b> Help create at least one simple melody using one, three or five different notes. -Plan and create a section of music that can be performed within the context of the unit song. -Talk about how it was created. -Listen to, reflect upon the developing composition, and make musical decisions about pulse, rhythm, pitch, dynamics, and tempo. -Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).	<b>Knowledge</b> -Know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure -Recognise the connection between sound and symbol <b>Skills</b> -Compose simple melodies using up to five different notes and simple rhythms that work musically within a given style. -Explain the keynote or home note and the structure of the melody. -Listen to, reflect upon the developing composition, and make musical decisions about how the melody connects with the song. -Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).	<b>Knowledge</b> -Know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure -Recognise the connection between sound and symbol <b>Skills</b> -Compose simple melodies using up to five different notes and simple rhythms that work musically within a given style. -Explain the keynote or home note and the structure of the melody. -Listen to, reflect upon the developing composition, and make musical decisions about how the melody connects with the song. -Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).
<b>Performance</b>	<b>Knowledge</b> -Know that a performance is sharing music with other people, called an audience. <b>Skills</b> - Choose a song they have learnt and perform it.	<b>Knowledge</b> -Know that a performance can be a special occasion and involve a class, a year group or a whole school	<b>Knowledge</b> - Know a performance can be to one person or to each other. -Know everything for a performance needs to have been planned and learned. -Know you must sing or rap the words clearly and play with confidence.	<b>Knowledge</b> Know a performance can be to one person or to each other. -Know everything for a performance needs to have been planned and learned. - Know you must sing or rap the words clearly and play with confidence.	<b>Knowledge</b> -Know a performance can be to one person or to each other. -Know everything for a performance needs to have been planned and learned. -Know you must sing or rap the words clearly and play with confidence.	<b>Knowledge</b> -Know a performance can be to one person or to each other. -Know everything for a performance needs to have been planned and learned. -Know you must sing or rap the words clearly and play with confidence.

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	<p>-Add their ideas to a performance. -Record a performance and say how they were feeling about it</p>	<p>- Know an audience can include your parents and friends</p> <p><b>Skills</b></p> <p>- Choose a song they have learnt and perform it. -Add their ideas to a performance. -Record a performance and say how they were feeling about it</p>	<p>-Know a performance can be a special occasion and involve an audience including people you don't know. -Know a performance is planned and different for each occasion. -Know a performance involves communicating feelings, thoughts and ideas about the song/music</p> <p><b>Skills</b></p> <p>-Choose what to perform and create a programme. -Communicate the meaning of the words and clearly articulate them. -Discuss the best place to be when performing and how to stand or sit. -Record performances and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>words clearly and play with confidence. -Know a performance can be a special occasion and involve an audience including people you don't know. -Know a performance is planned and different for each occasion. -Know a performance involves communicating feelings, thoughts and ideas about the song/music</p> <p><b>Skills</b></p> <p>Present a musical performance designed to capture the audience. -To communicate the meaning of the words and clearly articulate them. -To talk about the best place to be when performing and how to stand or sit. -To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>-Know a performance can be a special occasion and involve an audience including people you don't know. -Know a performance is planned and different for each occasion. -Know a performance involves communicating feelings, thoughts and ideas about the song/music</p> <p><b>Skills</b></p> <p>-To talk about the venue and how to use it to best effect. -To record the performance and compare it to a previous performance. -To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>	<p>-Know a performance can be a special occasion and involve an audience including people you don't know. -Know a performance is planned and different for each occasion. -Know a performance involves communicating feelings, thoughts and ideas about the song/music</p> <p><b>Skills</b></p> <p>- To talk about the venue and how to use it to best effect. -To record the performance and compare it to a previous performance. -To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
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