







Music Planning for Progression – Knowledge and Skills

	RECEPTION	YEAR ONE
Duration	Development of pulse, silence, long/short, imitating with body percussion, pattern work through dance and movement.	Musical games, imitating using instruments and body sounds. Rhythm squares with the whole class using symbols 
Tempo	Moving in time through movement and dance	Fast and slow
Dynamics	Loud and quiet sounds	Loud and quiet contrasts using body sounds and unpitched instruments. Forte and piano
Pitch	Vocal sounds	High and low notes
Timbre and texture	Solo/group sounds	Sounds of untuned percussion: wood, plastic, metal Japanese instrumentation Instrumental sounds to match given character
Structure	Endings	Introduction
Conducting	Concept of a leader – get ready, start and stop.	Watching the conductor, following high/low and fast/slow
Singing	Class/group singing, difference in singing/talking–find your voice Nursery rhymes	Simple songs with limited vocal range. Some opportunity to sing in smaller groups Introducing rounds
Composing/Performing	Using untuned percussion. Sound effects for a story. Experiment with instruments. Sound effects using body/voice sounds. Make a pattern of sounds with one or two instruments and notate graphically. Take part in class performance in the Christmas service.	Using untuned percussion. Compose a piece using high/low and loud/quiet sounds with a graphic score. Summer Term: Compose a rhythm using notation on untuned percussion.  Take part in class performance in the Harvest, Christmas and Easter services.

	YEAR TWO	YEAR THREE
Duration	<p>4</p> <p>4 Introduction of rests. Rhythm square work in groups.</p> <p></p> <p>Tala - teental</p>	<p>2 3 4</p> <p>4 4 4 Use of time signature notation for rests. Ostinato.</p> <p>Record a heard simple 4 beat rhythm using a grid.</p> <p>Tala - teental</p>
Tempo	Changing speeds - presto, allegro, andante, adagio	Ral. Rit. Accel
Dynamics	Introduce forte, piano, mezzo-forte, mezzo-piano, crescendo, diminuendo	Develop forte, piano, mezzo-forte, mezzo-piano, crescendo, diminuendo. Articulation: staccato and legato
Pitch	Rising and falling Step/leap Raga	Scale Standard notation for treble clef Raga
Timbre and texture	Tuned percussion Families: Brass/Woodwind/Strings/ Keyboard/Percussion Musical instruments from India	Individual orchestral instruments Solo/group and rounds String orchestra Brass band Musical instruments from India
Structure	Call and response Programme music Raga - alap, jor, jhala and gat	Contrast of simple structures - verse/chorus and call and response Programme music Raga - alap, jor, jhala and gat
Conducting	Pointing - taking turns to be the conductor.	Individuals leading - get ready, start and stop.
Singing	Sing in smaller groups Introduce the idea of simple aural imagery. Rounds and canons in large groups.	Importance of proper breathing and posture Singing with an accompaniment Rounds and canons in small groups. Varying vocal colours
Composing/Performing	Compose a rhythm square using standard notation. Compose a graphic score with one part. Compose a simple melody I can perform a raga Take leading solo part in Christmas Nativity. Take part in class performance in the Harvest and Easter services.	Compose a rhythm square using standard notation and perform it accurately. Compose a graphic score with more than one part. Compose a simple melody to represent a character I can perform a raga Take leading solo part in Christmas Nativity. Take part in class performance in the Harvest and Easter services. Take part in school production at the Hexagon in a chorus role.

	YEAR FOUR	YEAR FIVE
Duration	3 4 4 4 Quaver and minim rests Semibreves and semibreve rests 	5 6 4 8 Triplets Dotted notes:  
Tempo	Presto, Lento, Moderato.	Andante, Largo. Addition of 'issimo' eg largissimo
Dynamics	Staccato and Legato (revise) Extremes ff/pp	Slurs and accents Sforzando and marcato
Pitch	Continued work on treble clef notation. Major/minor scales	Major/minor arpeggios. Notation using leger lines Blues scale
Timbre and texture	Melody/accompaniment Djembe drums – bass, tone and slap	Types of ensemble: e.g. jazz band, percussion ensemble, orchestra Djembe drums – bass, tone and slap
Structure	Use of repetition in structures 12-bar blues Call and response	Ternary form 12-bar blues Call and response
Conducting	Following dynamic and tempo changes	Conducting in 4 4
Singing	Longer, more difficult songs to extend and develop melodic memory. Audition for choir Singing whilst playing	Independent two part singing in large groups. E.g. singing a descant. Learn to develop a good tone quality and articulation exercises. Singing whilst playing
Composing/Performing	Improvisation using the notes from a blues scale Compose to match a set brief using graphic scores in two parts with a partner Improvise a rhythm on the djembe Compose a melody in ternary form Take part in School Production at The Hexagon in a variety of roles Take part in class performance in the Harvest, Christmas and Easter services.	Improvisation using the notes from a blues scale with increasing accuracy and musicality Compose to match a set brief using graphic scores in two parts with a partner with increasing accuracy and musicality Improvise a rhythm on the djembe Compose a contrasting melody in ternary form Take part in School Production at The Hexagon in a variety of roles Take part in class performance in the Harvest, Christmas and Easter services.

	YEAR SIX	Gifted and Talented
Duration	Simple dance rhythms for tango, waltz and samba, including syncopation. Semiquavers	Dance rhythms – calypso, samba, cha-cha and bolero Cross rhythms
Tempo	Ad lib, recitative, chant	Poco a poco, Pui, Con, Mosso, Meno.
Dynamics	Continued recognition and use of articulation and dynamic contrasts	Control and appropriate choice of articulation and dynamic contrasts
Pitch	Bass Clef Pop music chord sequences Chromatic scales	Atonal music, Transposition Clef – tenor and alto
Timbre	Solo/duet/trio/quartet Instruments from around the world.	What capabilities/effects different instruments and voices have.
Texture	Special effects in pop music Polyrhythms	Density of instrumentation Polyphonic/homophonic.
Structure	Dance structures. Music structured around rhythmic/melodic ostinato.	12 bar blues, Sequenced electronic music Ornaments – turn, mordent, trill
Conducting	Leading/conducting a small ensemble.	Leading speed/dynamic changes 6 8 Conducting compound time.
Singing	Singing independently in two-parts Singing music from a range of genres.	Singing in three parts with accuracy. Perform songs with a high level of musical sensitivity and technical excellence.
Composing/Performing	Compose a character motif Compose dance rhythms Compose a Leavers' Song Take part in the school production at The Hexagon and other public performances. Take part in class performance in the Harvest, Christmas and Easter services.	Compose music in response to a wide range of stimuli. Develop musical ideas within a given structure Perform regularly as a soloist and as part of an ensemble. Compete in local/national competitions Pass ABRSM examination on at least one instrument