



Our motto
"Caring, Happy, Healthy, Sporty, Scientific"
sets out our mission for the school.

Progression Framework for Music KS1 and KS2 – Springbank Academy

Version 1 – (Sept 22)

The Power of Music to Change Lives

Our vision is to see all children flourish in music education, providing a broad and balanced curriculum, enjoyment, and enrichment, as well as the social & spiritual benefits of music. Music has the power to change lives regardless of disadvantage or background, children are to grow and begin to develop their own identity, as well as teamwork, achievement, and joy. The aim of the school is to provide an extremely high standard of music education, enabling lifelong participation, interest and enjoyment of music, especially equipping children for their secondary phase of education. Every primary school child will have access to singing in school and have opportunities for sustained and progressive instrumental tuition regardless of economic background, as well as opportunities to perform in and out of school and attend various music events organised by local music hubs, schools, or the community.

This Progression Framework has been created by following the new Music Model Curriculum that was published in March 21 and follows the guidelines set out in the Government's new white paper – National Plan for Music, The Power to Change Lives published in June 22.

Our aims are to:

- Foster a love and appreciation of music that will continue throughout their lives.
- Encourage children to sing with enthusiasm and with confidence.
- Encourage and offer opportunities for children to learn a variety of musical instruments.
- Cultivate listening skills and an appreciation of music from all genres, cultures, timeframes, and backgrounds.
- Foster confidence, understanding and love of music through active involvement in learning, practising, listening, appraising, composing, and performing.
- Build on children's social, cultural, and spiritual development using music.
- Develop creative and expressive skills through music.
- Encourage children to work individually and give them a sense of the importance of teamwork in music making.
- Give children a sense of self-expression, individuality, and ownership, building on self-worth.
- The fundamental skills, knowledge and concepts of music are acquired through the activities of: performing, composing, listening and appraising. Children are taught to recognise the elements of music: pitch, duration, dynamics, tempo, structure, rhythm, timing, musical patterns, and sensitivity (emotional response to music).
- To help children understand developing and shaping musical ideas, controlling instruments, reading simple musical signs and symbols, controlling the sounds of a range of tuned and untuned instruments, exploring and using a range of sound sources including voices, bodies and sounds from the environment.
- Provide children opportunity to share music making and perform to different audiences for a variety of purposes either in school or in and around Nottinghamshire, or beyond.
- Provide children opportunity to access good quality technology for music making and be part of a bigger performance using technology (recording of school performances either as a school or trust of schools).
- Tailor musical activities for SEND children.

We are fully committed to our aims, vision, and responsibility to help give children a life-long passion and love of music.



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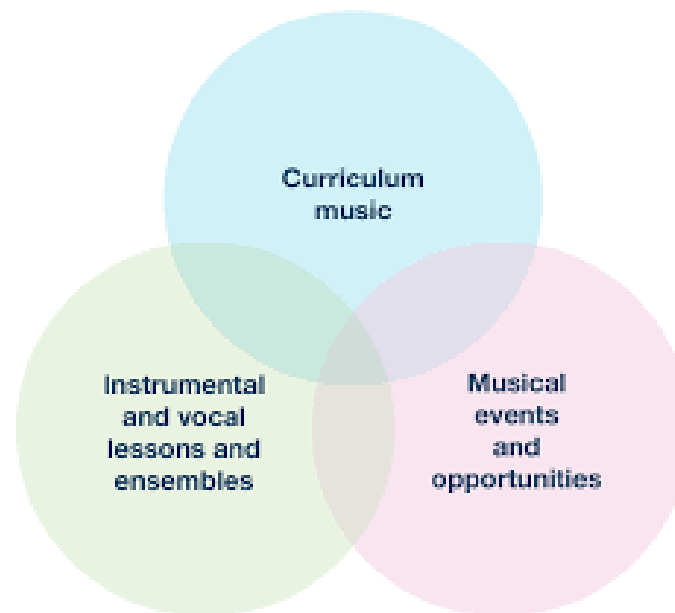
Year	Children will learn	Related Music Enrichment Activities
1	Sing with some control & expression, explore different sound on classroom instruments, and start to control them musically; feel the beat and respond to different moods, experiment with changing different dimensions of music (loud/soft/fast/slow). Compare high and low sounds in nature & instruments.	<ul style="list-style-type: none"> • Singing in assemblies – in front of peers and parents • Singing, performing, and recording on our Trust Charity Single
2	Sing with control of pitch, diction & dynamics. Copy back voices and tuned percussion instruments. Keep a steady beat and identify change in pitch. Create music by combining and ordering sounds and begin to understand how sounds can be represented vocally; listen with concentration, identifying different types of sound, when musical ideas are represented. Listen with concentration, identify different sound, changes in pitch, tempo and dynamics and start to aurally identify different musical genres. Create own graphic scores.	<ul style="list-style-type: none"> • Singing in assemblies in front of peers and parents. • Sing and perform in the Christmas Nativity. • Singing, performing, and recording on our Trust Charity Single • Performing in our school Musical Showcase. • Optional: Extra Opportunity from the Music Hub: Opera North, Little Listeners – Stories to Music
3	Sing a range of songs with awareness of musical shape and accuracy of pitch and tuning. Play an instrument in a class assemble with appropriate technique, keep in time with the beat and with control of entries/dynamics. Copy back rhythms and 2-note melodies; improvise a solo, understand key musical elements. Create pieces that have show control of some musical dimensions and have a sense of structure, start to use musical vocabulary to describe musical features, and identify instruments. Understand the difference between rhythm, pulse and melody.	<ul style="list-style-type: none"> • Singing in assemblies in front of peers and parents. • Sing songs in the Christmas Nativity. • Singing, performing, and recording on our Trust Charity Single • Performances out of school - Church Carol Concert • Performing in our school Musical Showcase • Some children will gain Music Medals in their peri music lessons • Definite Extra Opportunity with the Music Hub – An Inspired Christmas. Children will be singing and performing at The Royal Concert Hall Nottingham our new Charity Single.
4	Play a tuned instrument as part of the class with control of basic instrumental technique. Play and sing music across different genres with confidence, accuracy, and musical expression. Memorise melodies and be able to play them at the correct place in an overall structure. Improvise solo melodic and rhythmic ideas. Create and record pieces on technology. Read music from a standard rhythm notation. Identify some musical ideas and orchestral instruments through listening to live recordings of music. Begin to understand time, place & cultural tradition that different pieces of music come from.	<ul style="list-style-type: none"> • Singing in assemblies in front of peers and parents. • Sing songs in the Christmas Nativity. • Singing, performing, and recording on our Trust Charity Single • Performances out of school - Church Carol Concert • Performing in our school Musical Showcase • Some children will gain Music Medals in their peri music lessons • Definite Extra Opportunity with the Music Hub – An Inspired Christmas. Children will be singing and performing at The Royal Concert Hall Nottingham our new Charity Single.
5	Perform with confidence and hold a part of an ensemble while others are playing different parts. Create pieces with a planned musical structure, that show a variety of musical texture and timbre. Refine composing ideas. Develop an understanding of the history of music and different genres and cultures. Read music from a standard notation on a 5-line staff and be able to match sounds with the symbols for rhythm and pitch. Have a basic understanding of time signatures and major and minor keys.	<ul style="list-style-type: none"> • Singing in assemblies in front of peers and parents. • Sing songs in the Christmas Nativity. • Singing, performing, and recording on our Trust Charity Single • Performances out of school - Church Carol Concert • Performing in our school Musical Showcase • Some children will gain Music Medals in their peri music lessons or work towards ABRSM Graded exams. • Definite Extra Opportunity with the Music Hub – An Inspired Christmas. Children will be singing and performing at The Royal Concert Hall Nottingham our new Charity Single. • Extra opportunity with the Music Hub – WW2 Singalong Concert at the Albert Hall Nottingham.
6	Perform full pieces, solo or in a group and communicate to an audience with confidence and control. Perform with different techniques and expression. Play with musical expression (dynamics), perform from memory and from notated music. Play a piece from standard notation, listen to a phrase, and work out how to play it from ear. Use and understand music vocabulary and identify different genres of music. To show own creativity, create a piece of music that shows some creative thinking and record it using software.	<ul style="list-style-type: none"> • Singing in assemblies in front of peers and parents. • Sing songs in the Christmas Nativity. • Singing, performing, and recording on our Trust Charity Single • Performances out of school - Church Carol Concert • Performing in our school Musical Showcase • Some children will gain Music Medals in their peri music lessons or work towards, or gain ABRSM Graded exams. • Definite Extra Opportunity with the Music Hub – An Inspired Christmas. Children will be singing and performing at The Royal Concert Hall Nottingham our new Charity Single.



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National Curriculum Summary

Performing	KS1 – Use voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. KS2 – Play and perform in solo and ensemble, using voices and playing musical instruments and increasing accuracy, control and expression.
Creating	KS 1 – Experiment with, create, select and combine sounds using inter-related dimensions of music. KS 2 – Improvise and compose music from a range of purposes using the inter-related dimensions of music.
Listening	KS 1 – Listen with concentration and understanding to a range of high-quality live and recorded music (using the New Music Model Curriculum suggested listening criteria for each year group). KS2 – Appreciate and understand a wide range of high-quality live and recorded music drawn from different genres, composers and cultures (using the New Music Model Curriculum suggested listening to criteria for each year group). Listen with attention to detail and recall sounds with increasing aural memory and develop an understanding of the history of music.
Musicianship	KS2 – Use and understand staff and other musical notations.





MUSIC SKILLS & PROGRESSION – Year 1

What children should know by Year 1

Singing	Composing	Listening	Musicianship / Performance
<p>Sing simple songs, chants, and rhymes from memory.</p> <p>Singing collectively songs of a small range, at the same pitch, responding to simple visual directions (stop, start, loud, quiet, and counting in).</p> <p>Call and response songs.</p> <p>Sing Songs:</p> <ul style="list-style-type: none"> • With some tune, breathing and clarity of words. • Conveying different moods (happy, angry, sad). • Begin to understand singing the words in time with the beat 	<p>Experiment with sound:</p> <ul style="list-style-type: none"> • Create a rhythm pattern (long and short notes) • Create a pitch pattern (high and low notes) • Recognise how a graphic notation can represent created sound and create own symbols. • Improvise simple vocal chants using question & answer phrases • Enjoy using simple music technology to create sounds and beats (Chrome Music Lab). <div data-bbox="656 1015 1115 1283" style="background-color: #fce4d6; padding: 10px; text-align: center;"> <p>KEY CONCEPTS/ELEMENTS OF MUSIC</p> <p>Pitch - High & low</p> <p>Dynamics - loud & quiet</p> <p>Timbre – tone of instruments</p> <p>Temp – fast or slow</p> <p>Duration – long and short</p> <p>Pulse – regular beat</p> </div>	<p>Listening to different genres and types of music help pupils develop an understanding of origins, traditions, history & social context of the music they are listening to.</p> <ul style="list-style-type: none"> • Listen to a piece of music provided in the New Music Model Curriculum for Year 1 and convey mood, move to the pulse and clap to the rhythm. • Listen for the difference between pulse and rhythm. • Recognise sounds from different instruments (timbre) • Identify tempo (fast & slow), dynamics (loud or soft) or pitch (high & low). 	<ul style="list-style-type: none"> • Pulse/beat – Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • Use body percussion (clapping, tapping, walking). • Respond to the pulse by movement and dance. • Respond to call and response • Listen to sounds in the local environment comparing high and low sounds. <p><u>Instruments</u></p> <ul style="list-style-type: none"> • Classroom percussion use (shakers, sticks and blocks etc), and perform following the pulse. • Play repeated patterns (ostinato) & short, pitched patterns on tuned instruments • Perform a short copycat rhythm led by the teacher. • Perform word pattern chants (eg ca-ter-pi-lar), then use percussion instruments to perform the rhythm pattern • Use instruments as part of storytelling for instance creating a storm, a train etc.



MUSIC SKILLS & PROGRESSION – Year 2

What children should know by Year 2 (in addition to Year 1 Skills)

Singing	Composing	Listening	Musicianship / Performance
<p>Sing with vocal control songs with a small pitch range.</p> <p>Sing a widening range of unison songs and varying styles and structures.</p> <p>Sing tunefully and with expression</p> <p>Sing Forte – Loud and Piano – Soft</p> <p>Sing & implement dynamics (loud & soft) and Temp (fast and slow).</p> <p>Respond to the teachers' directions on Crescendo (gradually louder), Diminuendo (gradually softer) and Pause (rest).</p> <p>Call and Response (copy back phrases from a song). Copycat high and low phrases within a song.</p> <p>Follow the teacher for hand movements as to whether the pitch is getting higher or lower or staying the same.</p>	<ul style="list-style-type: none"> • Create music in response to a non-musical stimulus (e.g., storm, a car race, or a rocket launch). • Work with a partner to improvise simple question & answer phrases to be sung & played on untuned percussion, creating a musical conversation. Play copycat rhythms on untuned instruments. • Create and use graphic symbols, dot notation, or stick notation, using crotchet, quavers, and crotchet rest. • Use simple music technology to create, combine, change sounds and beats (Chrome Music Lab). • Recognise pitch (high or low) by using dot notation & match it to 3 note tunes, played on tuned percussion. • Begin to group beats in twos and threes by clapping knees on the first and clapping on the remaining beats. <div data-bbox="654 1074 1115 1414" style="background-color: #fce4d6; padding: 10px; border: 1px solid #ccc;"> <p style="text-align: center;">KEY CONCEPTS/ELEMENTS OF MUSIC</p> <p style="text-align: center;">Pitch - High & low</p> <p style="text-align: center;">Dynamics - loud & quiet</p> <p style="text-align: center;">Timbre – tone of instruments</p> <p style="text-align: center;">Temp – fast or slow</p> <p style="text-align: center;">Duration – long and short (notes)</p> <p style="text-align: center;">Difference between Pulse & rhythm</p> <p style="text-align: center;">Ostinato (repeated pattern)</p> <p style="text-align: center;">Graphic Score (visual)</p> <p style="text-align: center;">Tuned & Untuned Instruments</p> </div>	<p>Listening to different genres and types of music help pupils develop an understanding of origins, traditions, history & social context of the music they are listening to.</p> <ul style="list-style-type: none"> • Listen to a piece of music provided in the New Music Model Curriculum for Year 2 and convey mood, move to the pulse and clap to the rhythm. • Clap along to the pulse in music from different genres and styles. • Identify tuned and untuned instruments by listening to a piece of music & use words that might describe its timbre. • Identify when there are changes in tempo, dynamic and pitch. • Distinguish aurally between pieces of music from different times, places, and traditions. 	<p>Opportunity to perform once per term in front of their class or to an audience. Develop a sense of confidence and ownership regardless of the size or nature of the stage or performing/recording space; engage with an audience; respect fellow performers & acknowledge applause.</p> <ul style="list-style-type: none"> • Understand that the speed of a beat can change, creating a faster or slower pace (tempo). • Mark the beat by tapping, clapping & recognising tempo, as well as changes in tempo. • Walk in time to the beat of a song and know the difference between left and right to support co-ordination & shared movement with others. • Understand pitch – high and low and demonstrate on tuned instruments. • Play copycat rhythms and use stick notation. <p>Instruments</p> <ul style="list-style-type: none"> • Play with control using dynamics, pitch, and tempo. Able to hold a steady beat to a pulse. • Perform in a smaller group to the rest of the class using untuned instruments • Copy back a rhythm, recognise high or low sound by using tuned instrument • Use tuned instruments to perform a two-note repeated pattern to accompany a song.



MUSIC SKILLS & PROGRESSION – Year 3

What children should know by Year 3 (in addition to KS1 skills)

Singing	Composing	Listening	Musicianship / Performance
<p>Sing a wider range of unison songs of varying style and structure (from do-so)</p> <p>Sing tunelessly and with expression, understanding pitch (high or low) and dynamics (loud – Forte or soft - Piano).</p> <p>Perform actions confidently and in time to a range of action songs (Head & Shoulders). Move confidently to the pulse and sing to the rhythm.</p> <p>Walk, move or clap a steady beat with others, whilst singing, changing the speed of the beat as the tempo of the music changes.</p> <p>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</p> <div data-bbox="129 818 591 1353" style="background-color: #fce4d6; padding: 10px; margin-top: 20px;"> <p>KEY CONCEPTS/ELEMENTS OF MUSIC</p> <p>Pitch - High & low sounds represented on a music staff or board.</p> <p>Duration – Note Lengths: Crotchets, Quavers, minim, Crotchet Rest</p> <p>Texture – Layered, Solo, Unison</p> <p>Dynamics (varying range names), Forte, Piano, Mezzo Piano</p> <p>Structure – Beginning, Verse, Chorus, End</p> <p>Timbre – Specific sound of an instrument</p> </div>	<ul style="list-style-type: none"> Introduce and understand staff notation crotchets (1 beat), pated quavers (2 half beats, minims (2 beats) and the difference in the way they look and sound. Make own 4 beat rhythms by scoring either Crotchets, Quavers or Minims. Perform them in class, or as a group. Improvise a chant over a repeated rhythm pattern (ostinato) on instruments or body percussion. Demonstrate texture by creating different layers of music on instruments, either as a class or in groups – unison, layered & solo, or using GarageBand. Combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi), using dot notation. Structure musical ideas (using echo or question and answer phrases) to create music that has a beginning, middle and end. Pupils should compose in response to different stimuli, such as stories, verse, images (paintings and photographs) and musical sources. <p>Instruments</p> <ul style="list-style-type: none"> Play tuned instruments/tuned percussion or a melodic instrument such as a recorder/keyboard. Play and perform melodies on tuned following staff notation using a small range Middle C-E (3rd) as a whole class or in small groups (eg trios & quartets). Play 4 beat rhythms comprising of note values crotchets, quavers, minims, and rests. 	<p>Listening to different genres and types of music help pupils develop an understanding of origins, traditions, history & social context of the music they are listening to.</p> <ul style="list-style-type: none"> Listen to a piece of music provided in the New Music Model Curriculum for Year 3 and use simple music vocabulary to describe some of the detail heard. Recognise common instruments and categorise into their specific family, percussion, strings, wind or brass. Listen for different phases of tempo such as allegro – fast, largo – slow, adagio – leisurely, Presto – very fast. Listen to music from different times, places and traditions and note the type of instruments used and their timbre and sound. Memorise musical ideas (e.g. a melody, a chorus, a riff, a rhythm) and identify how many times it can be heard through a piece of music. Start to recognise the structure of a song, Beginning (intro), Verse, Chorus, End. 	<p>Opportunity to perform once per term in front of their class or to an audience. Develop a sense of confidence and ownership regardless of the size or nature of the stage or performing/recording space; engage with an audience; respect fellow performers & acknowledge applause.</p> <ul style="list-style-type: none"> TEMPO - Demonstrate that the speed of a beat can change, creating a faster or slower pace (tempo) on instruments or singing. PITCH - Understand pitch – high and low and demonstrate on tuned instruments and with voice. DURATION - Understand staff notation crotchets, pated quavers, minims, crotchet rest, and the difference in note length by how it looks on the musical staff, including the clef. Demonstrate of instruments or by clapping the note lengths. TEXTURE - Demonstrate Texture by understanding layered, solo or unison. IMPROVISE - Become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole class /group/ individual/ instrumental teaching).



MUSIC SKILLS & PROGRESSION – Year 4

What children should know by Year 4 (in addition to KS1 skills & Year 3)

Singing	Composing	Listening	Musicianship / Performance
<ul style="list-style-type: none"> Sing a broad range of unison songs (all together) with the range of an octave (8 notes, do-do). Sing with accurate pitching and following directions for crescendo (gradually louder) and decrescendo (gradually softer). Sing in rounds and partner songs in different time signatures (2, 3 or 4 time). Sing repertoire in large or small leaps and add a vocal harmony. Sing with awareness of full dynamics, pitch, and melody and able to follow a conductor. <p><i>For repertoire refer to the new music model curriculum for Year 4 or Charanga music Scheme.</i></p> <div style="background-color: #fce4d6; padding: 10px; border: 1px solid #ccc;"> <p>KEY CONCEPTS/ELEMENTS OF MUSIC</p> <p><u>Duration</u> – Note Lengths: Crotchets, Quavers, minim, Crotchet Rest</p> <p><u>Texture</u> – Layered, Solo, Unison</p> <p><u>Dynamics</u> (varying range names), Forte, Piano, Mezzo Piano</p> <p><u>Structure</u> – Beginning, Verse, Chorus, End</p> <p><u>Pitch</u> – Stave, notes names on lines of the treble clef - higher or lower</p> <p><u>Melody</u> – main line of music (the tune)</p> <p><u>Harmony</u> - 2nd line of music that sits above or below the melody</p> </div>	<ul style="list-style-type: none"> Give opportunity to develop basic skills of a selected musical instrument over a sustained learning period. Play and perform simple melodies following staff notation using small range (Middle C-G/do-so) as a whole class or in small groups. Perform in two or more parts (e.g. melody & accompaniment or a duet) from simple notation using instruments played in whole-class teaching. Play in a group or class using one or more instruments and play different rhythms or parts (ostinato). Understand the texture of a piece of music can be thick or thin. Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions. Greater understanding on notation values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases arranged into bars on a staff. Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato). Introduce major and minor chords & how their sound can create different moods. Capture improvisations using GarageBand. 	<p>Listening to different genres and types of music help pupils develop an understanding of origins, traditions, history & social context of the music they are listening to.</p> <ul style="list-style-type: none"> Listen to a piece of music provided in the New Music Model Curriculum for Year 4 and use simple music vocabulary to describe some of the detail heard. Recognise music from different traditions, genres, time frames, and origins and what instruments they used to create the sound (timbre). Listen to a piece of music and recognise the mood of a song, is it in a major or minor key signature? Identify when a piece of music is gradually getting louder (crescendo) and softer (decrescendo). Able to pick the melody or a song and understand whether a piece of music is a duet, and whether it has any harmony parts. Listen to the different layers of a song, understanding whether the texture is thick or thin. Recognise the different instruments being played in a piece of music, whether that be orchestra or contemporary band. Basic understanding of an orchestra and the role of a conductor Identify the key Structure of a song, Intro, Verse, Chorus, Bridge and End. Understand gradually getting slower (ritardando) and gradually faster (accelerando). 	<p>Perform with more confidence in front of their class or to an audience (school assembly). Develop a sense of ownership, engage with an audience, respect fellow performers & acknowledge applause.</p> <ul style="list-style-type: none"> TEMPO - Demonstrate that the speed of a beat can change, creating a faster or slower pace (tempo) on instruments or singing. Understand some of the vocabulary such as Largo, Allegro, Presto and Adagio. Have basic understanding on PITCH - Understand pitch – high and low and demonstrate on tuned instruments and with voice. Use dot notation and notes on a stave. DURATION – Greater understand of staff notation crotchets, pared quavers, minims, crotchet rest, and the difference in note length by reading it and playing on instruments. TEXTURE – Develop understanding of texture by understanding thick or thin (the different layers of musical compositions). IMPROVISE - Become more skilled in playing short pieces by ear, (using voices, tuned and untuned percussion and instruments played in whole class /group/ individual/ instrumental teaching), and be able to copy back syncopated rhythms. Able to play with expression (dynamics) and varying tempo. <p>Instruments</p> <ul style="list-style-type: none"> Play tuned instruments such as a recorder/keyboard or ukulele and follow simple notation on a staff or chord sheet. Play 4 beat rhythms comprising of note values crotchets, quavers, minims, and rests. Play in time with a backing tract or accompaniment. Improvise on instruments and with expression. Play instruments as a group and create texture.



MUSIC SKILLS & PROGRESSION – Year 5

What children should know by Year 5 (in addition to KS1 skills & Year 3 & 4)

Singing	Composing	Listening	Musicianship / Performance
<ul style="list-style-type: none"> Sing a broad range of songs from an extended repertoire with a sense of ensemble & performance. This should include observing phrasing, accurate pitching, and appropriate style. Sing 3-part rounds, partner songs and songs with a verse and chorus. Perform a range of songs in school assemblies and in school performance opportunities. Identify how to improve own's performance & build more confidence. Follow a conductor to achieve accurate starts and endings. <p><i>For repertoire refer to the new music model curriculum for Year 5 or Charanga music Scheme.</i></p> <div style="background-color: #fce4d6; padding: 10px; border: 1px solid #ccc;"> <p style="text-align: center;">KEY CONCEPTS/ELEMENTS OF MUSIC</p> <p style="text-align: center;">Minim – 2 beats Semi-breve 4 beats Key signatures – 2/4, 4/4, & ¾ Structure – Intro, Verse, Chorus, Bridge, Outro Timbre – Unique sound of an instrument Dynamics – full range, ff, pp, p, f, mp, mf Stave – 5 lines in which notes sit to depict pitch</p> </div>	<ul style="list-style-type: none"> Play melodies on tuned percussion or melodic instruments or keyboards, following staff notation written on one stave and using notes or 1 octave. First as a class, then as confidence is gained done in groups. As well as crotchets and quavers, understand and recognise minims (2 beats), semi-breves (4 beats) and rests. Improvise freely developing a sense of shape and character. Improvise to a simple groove or drone, responding to the beat creating a satisfying melodic shape either on instruments or using technology such as GarageBand. Improvise using a wide range of dynamics. Such as loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). Compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment to create mood or atmosphere. Working in pairs, compose a short ternary piece. Either in 3 / 4 or 4 / 4 time signatures. Understand how triads are formed and play them on a keyboard. Children to take it in turns to perform simple chords to familiar songs. Perform a range of repertoire in mixed ensembles. Capture and record creative ideas using any of: <ul style="list-style-type: none"> o graphic symbols o rhythm notation and time signatures o staff notation o technology – garage band, loops, riffs and hooks. 	<p>Listening to different genres and types of music help pupils develop an understanding of origins, traditions, history & social context of the music they are listening to.</p> <ul style="list-style-type: none"> Listen to a piece of music provided in the New Music Model Curriculum for Year 5 and use simple music vocabulary to describe some of the detail heard. Recognise music from different traditions, genres, time frames, and origins and what instruments they used to create the sound (timbre). Understand some of the History of music and the musical timeline. Listen to a piece of music and recognise the mood of a song, is it in a major or minor key signature? Identify when a piece of music is gradually getting louder (crescendo) and softer (decrescendo). Recognise dynamics and the names given to each range. Identify with confidence the key Structure of a song, Intro, Verse, Chorus, Bridge and End. Understand gradually getting slower (ritardando) and gradually faster (accelerando). Listen for the difference between 2 / 4, 3 / 4 and 4 / 4-time signatures. Recognize a Waltz and it's time signature. Recognise playing techniques and effects, for example pizzicato (e.g. mysterious) & tremolo (e.g. dark and expectant). Recognise Timbre. 	<p>Perform with confidence in front of their class or to an audience (school assembly). Take ownership of one's own performance and how to improve next time.</p> <ul style="list-style-type: none"> DURATION – Understand, read & compose using staff notation crotchets (1 beat), pated quavers (half beats), minims (2 beats), crotchet rest (1 beat rest) & semi-breve (4 beats). Understand beats in a bar and how to recognise 2 / 4, 3 / 4 and 4 / 4-time signatures. Understand rest values. PITCH - Recognise notes names and pitch, and where they sit on the stave (on the lines and spaces). IMPROVISE - Able to play with more expression with varying dynamics FF, F, PP, P, MP, MF etc and varying tempos Allegro, Largo, Adagio, Presto etc. STUCTURE – Create own songs using: Intro, Verse Chorus, Bridge, Outro and understand the full structure of a song. PERMFORM - by reading notation of a full octave on a stave and also learn to improvise. Play on own or as part of an ensemble. <p>Instruments</p> <ul style="list-style-type: none"> Play tuned instruments with more confidence and follow notation on a stave of 1 octave (full diatonic scale). Play keyboards to create triad chords in major and minor keys C major and A minor. Play instruments to a 3 / 4 and a 4 / 4 time signature and understanding beats in a bar. Play instruments using full dynamics.



MUSIC SKILLS & PROGRESSION – Year 6

What children should know by Year 6 (in addition to KS1 skills & Year 3,4,5)

Singing	Composing	Listening	Musicianship / Performance
<ul style="list-style-type: none"> Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble & performance. This should include observing rhythm, phrasing, accurate pitching & appropriate style. Continue to sing 3 or 4 part rounds or partner songs and position singers differently. Perform a range of songs as part of choir, school assembly or school performance. As well as a wider audience in the community. Sing songs from different traditions and cultures, genres, and timeframes. <p><i>For repertoire refer to the new music model curriculum for Year 6 or Charanga music Scheme.</i></p> <div style="background-color: #f4a460; padding: 10px; border: 1px solid #ccc;"> <p style="text-align: center; margin: 0;">KEY CONCEPTS/ELEMENTS OF MUSIC</p> <p style="text-align: center; margin: 5px 0;">Chords / Triads</p> <p style="text-align: center; margin: 5px 0;">Sight Reading a short piece of music</p> <p style="text-align: center; margin: 5px 0;">Signs and Symbols used in sheet music, such as Treble Clef, Sharps or Flats</p> <p style="text-align: center; margin: 5px 0;">Time Signatures</p> <p style="text-align: center; margin: 5px 0;">Song Writing</p> <p style="text-align: center; margin: 5px 0;">Key Signatures</p> </div>	<ul style="list-style-type: none"> Improvise on tuned instruments with multiple sections that include repetition and contrast. Link this to the Structure of a song and it's parts. Use chord changes as part of an improvised sequence. Extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody with the different note lengths. Compose melodies made from pairs of phrases in either G major (F#) or E minor or a key suitable for the instrument chosen. Basic understanding of key signature, flats and sharps. Either of these melodies can be enhanced with rhythmic or chordal Accompaniment (bass line). Compose a ternary piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved. Build in some loop repetitions. Develop skill to read & perform pitch notation within an octave (the melody). 	<p>Listening to different genres and types of music help pupils develop an understanding of origins, traditions, history & social context of the music they are listening to.</p> <ul style="list-style-type: none"> Listen to a piece of music provided in the New Music Model Curriculum for Year 6 and use simple music vocabulary to describe some of the detail heard. Recognise music from different traditions, genres, time frames, and origins and what instruments they used to create the sound (timbre). Understand some of the History of music – a journey from ancient music, classical music to the 21st century. Recognise all dynamics and the names given to each range. Identify with confidence the key Structure of a song, Intro, Verse, Chorus, Bridge and End. Understand gradually getting slower (ritardando) and gradually faster (accelerando). Listen for the difference between 2 / 4, 3 / 4 and 4 / 4-time signatures. Identify repetitions, loops, riffs within a particular song. 	<p>Perform with confidence in front of their class or to an audience (school assembly). Take ownership of one's own performance.</p> <ul style="list-style-type: none"> DURATION – Work out how to play simple musical phrases from notation. Understand crotchets (1 beat), pated quavers (half beats), minims (2 beats), crotchet rest (1 beat rest) & semi-breve (4 beats). Understand beats in a bar and how to recognise 2 / 4, 3 / 4 and 4 / 4-time signatures. Understand rest values. PITCH - Recognise notes names in an octave C,D,E,F,G,A,B,C and pitch, and where they sit on the staff (on the lines and spaces). Memorise simple phrases and work out how to play them by improvising on an instrument. SONG WRITING/IMPROVISE – able to develop a song using the correct structure. DYNAMICS - Able to play with more expression with varying dynamics FF, F, PP, P, MP, MF etc and varying tempos Allegro, Largo, Adagio, Presto etc. Be able to read basic sheet music and understanding the following (as well as their symbol): <ul style="list-style-type: none"> Time signature, Clefs (bass & treble), Rests, Notes Names in the gaps and spaces, bar lines, stave, dynamic symbols, expression meanings (allegro). <p>Instruments</p> <ul style="list-style-type: none"> Play tuned instruments using simple sheet music. If instrument allows, play both left and right hand (as on piano). Showing chord accompaniment with the melody line. Enjoy playing with confidence with others as part of an ensemble, playing different parts, either playing the melody or the bass line, or both.