



Progression in Music *at Harry Hotspur CE Primary School*

MUSIC

National Curriculum Expectations

Purpose of Study

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for history aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.



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Statutory and Non-Statutory Frameworks:

EYFS		KS1		LKS2		UKS2	
Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Development Matters:</p> <ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. 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. 	<p>Development Matters:</p> <ul style="list-style-type: none"> 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. 	<p>National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 		<p>National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> 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. 			



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<ul style="list-style-type: none">• Play instruments with increasing control to express their feelings and ideas.			
<p>Statutory Framework for the early years foundation stage</p> <p>ELG: Being Imaginative and Expressive ELG Children at the expected level of development will:</p> <ul style="list-style-type: none">- 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.		<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p>	



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Music at St Michael's CE Primary School

Our music curriculum gives all pupils the opportunity to learn about and develop a respect for a range of musicians: historical and modern; their lives, techniques and inspirations. Children use this as stimulus as they show resilience in mastering disciplinary knowledge in music. They take responsibility for improving their work in response to feedback.



Big Ideas

Listen and Appraise:

Children explore and express ideas and feelings about music and also reflect on and improve own and others' work in relation to its intended effect.

Create and compose:

Children create music patterns moving onto exploring, choosing, combining and organising musical ideas with musical structures.

Perform and Share

Children learn to use their voices expressively, controlling their pitch and play tuned and untuned percussion with increasing accuracy.

'Without music, life would be a mistake.'

Friedrich Nietzsche (German Philosopher)



Links with other subjects

English

- High quality texts
- Vocabulary and non-fiction writing
- Reasoning and inference

Maths

- Number, measuring, direction, handling data

Pedagogy

- Low stakes quizzing for long term memory
- Varied teaching and learning activities
- Thoughtful sequencing of content
- Specific teaching of vocabulary
- Higher order thinking tasks
- The opportunity to perform

Progress

- Units of work are carefully sequenced so prior knowledge and concepts are built upon
- Regular formative assessment and assessment for learning (including low-stakes quizzing) ensures gaps are filled
- Effective questioning and higher order thinking features in every lesson
- Progress and attainment within units is recorded and shared with all teaching staff
- Opportunities are provided for revisiting content or applying learning at greater depth.

Support

For staff:

- National Curriculum
- [Charanga](#)
- Knowledge organisers (from Charanga)

For Pupils:

- Ambitious targets
- Quality first planning and teaching to meet all needs
- Guidance from individual support plans
- Resources chosen which are accessible
- Children requiring support do not miss the same lesson every week



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Long term plan over a 2-year cycle:

Curriculum model based on Charanga: [Model Music curriculum](#)

September 2024 then 2026

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	Me! explore: growing, homes, colour, toys, how I look		My Stories explore: using your imagination, Christmas, Festivals, Fairies, Pirates, Treasure, Superheroes, Let's pretend, Once upon a time		Everyone! explore: family, friends, people and music from around the world	
KS1	My Musical Heartbeat	Playing in an orchestra	Exploring Sounds	Recognising Different Sounds	Having Fun with Improvisation	Our Big Concert
LKS2	Whole class tuition (violin) <i>Writing Music Down</i>	Whole class tuition (violin) <i>Explore Feelings When You Play</i>	Whole class tuition (violin) <i>Compose Using Your Imagination</i>	Whole class tuition (violin) <i>Feelings Through Music</i>	Whole class tuition (violin) <i>Enjoying Improvisation</i>	Whole class tuition (violin) <i>The Show Must Go On</i>
UKS2	Melody and Harmony in Music	Developing Ensemble Skills	Composing and Chords	Musical Styles Connect Us	Freedom to Improvise	Farewell Tour



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September 2025 then 2027

	Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
EYFS	Our World explore: animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space		Big Bear Funk A Transition Unit:		Reflect, rewind and replay Consolidation of learning and contextualising the history of music	
KS1	Whole class tuition (violin) with Arts award <i>Pulse, Rhythm and Pitch</i>	Whole class tuition (violin) with Arts award <i>Dance, Sing and Play</i>	Whole class tuition (violin) with Arts award <i>Investing a Musical Story</i>	Whole class tuition (violin) with Arts award <i>Learning to Listen</i>	Whole class tuition (violin) with Arts award <i>Exploring Improvisation</i>	Whole class tuition (violin) with Arts award <i>Let's Perform Together!</i>
LKS2	<i>Musical Structures</i>	Playing in a Band	Compose with Your Friends	More Musical Styles	Expression and Improvisation	Opening Night
UKS2	Music and Technology	Sing and Play in Different Styles	Creative Composition	Enjoying Musical Styles	Improvising with Confidence	Battle of the Bands!



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Skills Progression

Skills Progression	EYFS
Listen and respond	<ul style="list-style-type: none"> ● To learn that music can touch your feelings. ● To enjoy moving to music by dancing, marching, being animals or Pop stars.
Explore and create	Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.
Singing	<ul style="list-style-type: none"> ● To sing along with a pre-recorded song and add actions. ● To sing along with the backing track.
Share and perform	<ul style="list-style-type: none"> ● Perform any of the nursery rhymes by singing and adding actions or dance. ● Perform any nursery rhymes or songs adding a simple instrumental part. ● Record the performance to talk about.

Skills Progression	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Musicianship Activities: Understanding Music, Improvise Together	Use body percussion, instruments and voices. Find and keep a steady beat together.	Use body percussion, instruments and voices. Move in time and keep a steady beat together. Create	Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4 and 4/4. Internalise, keep and move in time	Explore improvisation within major and minor scales, using the notes: C, D, E D, E, A F, G, A D, F, G. Explore and begin to create personal	Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted	Use body percussion, instruments and voices. Explore the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8. Find and keep a steady beat. Listen and copy rhythmic patterns made of minims, dotted crotchets,



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<p>Notation elements: pulse, rhythm, pitch, tempo, dynamics</p>	<p>Begin to move in time with a steady beat/pulse. Copy back simple long and short rhythms with clapping. Copy back singing simple high and low patterns. Start to know and demonstrate the difference between pulse, rhythm and pitch.</p>	<p>their own rhythmic and melodic patterns. Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low. Understand the difference between creating a rhythm pattern and a pitch pattern. Sing short phrases independently. Continue to learn to watch and follow a steady beat. Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo). Play copy-back rhythms, copy a leader, and invent rhythms for others to copy on untuned and tuned percussion. Create rhythms using word phrases as a</p>	<p>with a steady beat in 4/4, 3/4 and 2/4 time. Find and keep a steady beat. Listen and copy more complex rhythmic patterns by ear or from notation. Copy back more complex melodic patterns. Copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their equivalent rests. Copy back and improvise simple rhythmic patterns using semibreves, minims, dotted crotchets, crotchets, quavers and their rests. Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C Understand the beginnings of formal notation, linking sounds to symbols, and understand that music has its own language. Start learning about basic music theory:</p>	<p>musical ideas using the given notes for the unit. Understand that improvisation is about the children making up their own very simple tunes on the spot. Follow a steady beat and stay 'in time'. Improvise simple vocal patterns using 'question and answer' phrases. Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F# Find and keep a steady beat. Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back various melodic patterns</p>	<p>crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G</p> <p>Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p>
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		<p>starting point. Recognise long and short sounds, and match them to syllables and movement.</p>	<ul style="list-style-type: none"> ● Introduce and understand the differences between crotchets and paired quavers. ● Play and sing in the time signatures of 2/4, 3/4 and 4/4. ● Create rhythms using word phrases as a starting point. ● Identify the names of some pitched notes on a staff. ● Identify if a song is major or minor in tonality. 			
<p>Listening: (Listen and respond) Elements: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p>Move, dance and respond in any way they can when listening. Describe their thoughts and feelings when listening to the music, including why they like or don't like the music. Talk about any instruments they might hear and perhaps identify them. Recognise some band and orchestral instruments. Identify a fast or slow tempo. Identify loud and quiet sounds as an introduction to</p>	<p>Find and try to keep a steady beat. Invent different actions to move in time with the music. Move, dance and respond with their bodies in any way they can. Describe their thoughts and feelings when hearing the music. Describe what they see in their individual imaginations when listening to the piece of music. Talk about why they like or don't like the music. Talk</p>	<p>Talk about the style of the music. Share their thoughts and feelings about the music together. Find the beat or groove of the music. Invent different actions to move in time with the music. Talk about what the song or piece of music means. Talk about the style of the music. Identify and describe their feelings when hearing the music, including why they like or don't like the music. Use appropriate musical language to describe and discuss the music.</p>	<p>Talk about the words of the song. Think about why the song or piece of music was written. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. Discuss the structures of songs. Explain what a main theme is and identify when it is repeated. Identify:</p> <ul style="list-style-type: none"> ● Call and response ● A solo vocal/instrumental line and the rest of the ensemble 	<p>Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Find and demonstrate the steady beat. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre. Identify instruments by ear and through a range of media. Discuss the structure of the music with reference to the verses, bridge, repeat signs, chorus and final chorus, improvisation, call and response, and AB form. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the music. Explain the role of a main theme in musical structure. Understand what a musical introduction is and know its</p>	<p>Talk about feelings created by the music. Justify a personal opinion with reference to the musical elements. Identify 2/4, 3/4, 4/4, 6/8 and 5/4 metre. Identify the following instruments by ear and through a range of media: bass guitar; electric guitar; percussion; sections of the orchestra such as brass, woodwind and strings; electric organ; congas; piano and synthesisers; and vocal techniques such as scat singing. Identify the sound of a Gospel choir and soloist, a Rock band, a symphony orchestra and A cappella groups. Discuss the structure of the music with reference to the verse, chorus, bridge and instrumental break. Explain a bridge passage and its position in a song. Recall by ear memorable phrases heard in the</p>



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	<p>understanding dynamics. Talk about any other music they have heard that is similar. Begin to understand where the music fits in the world. Begin to understand different styles of music.</p>	<p>about any other music they have heard that is similar. Identify a fast or slow tempo. Mark the beat of a listening piece by tapping or clapping, and recognise tempo as well as changes in tempo. Identify loud and quiet sounds as an introduction to understanding dynamics. Walk in time to the beat of a piece of music. Describe differences in tempo and dynamics with more confidence. Recognise some band and orchestral instruments. Continue to talk about where music might fit into the world. Begin to understand that there are different styles of music. Discuss the style(s) of the music.</p>	<p>Start to use musical concepts and elements more confidently when talking about the music. Recognise that some instruments are band instruments and some are orchestral instruments. Identify specific instruments if they can. Talk about where the music fits into the world. Think about and discuss why the song or piece of music was written and what it might mean. Discuss the style of the music and any other music they have heard that is similar.</p>	<ul style="list-style-type: none"> ● A change in texture - The articulation of certain words ● Programme music <p>Know and understand what a musical introduction is and its purpose. Recall by ear memorable phrases heard in the music. Identify major and minor tonalities. Recognise the sound and notes of the pentatonic scale by ear and from notation. Describe legato and staccato. Recognise the style of music they are listening to. Recognise the following styles and any important musical features that distinguish each style: 20th and 21st Century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p>	<p>purpose. Explain rapping. Identify major and minor tonalities. Recognise the sound and notes of the pentatonic and Blues scales, by ear and from notation. Identify the musical style of a song or piece of music. Recognise the following styles and any key musical features that distinguish each style: 20th and 21st Century Orchestral, Gospel, Pop, Minimalism, Rock 'n' Roll, South African Pop, Jazz: Contemporary, Reggae, Film Music, Hip Hop, Funk, Romantic and Musicals.</p>	<p>music. Explain the role of a main theme in musical structure. Understand what a musical introduction and outro are and know their purpose. Identify major and minor tonalities and chord triads. Identify the musical style of a song, using some musical vocabulary to discuss its musical elements. Recognise the following styles and any key musical features that distinguish the style: 20th and 21st Century Orchestral, Soul, Pop, Hip Hop, Jazz: Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Gospel, Salsa, Reggae, Musicals and Film Music.</p>
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		Discuss what the song or piece of music might be about.				
<p>Activity: singing (learn to sing the song) Elements: pulse, rhythm, pitch, tempo, dynamics, structure</p>	<p>Sing, rap or rhyme as part of a choir/group. Begin to demonstrate good singing posture – standing up straight with relaxed shoulders. Sing unit songs from memory. Perhaps have a go at singing a solo. Try to understand the meaning of the song. Try to follow the leader or conductor. Add actions and/or movement to a song.</p>	<p>Sing as part of a choir. Have a go at singing a solo. Demonstrate good singing posture. Sing songs from memory. Sing with more pitch accuracy. Understand and follow the leader or conductor. Sing and try to communicate the meaning of the words. Listen for being 'in time' or 'out of time'. Add actions and perhaps movement to a song.</p>	<p>Sing as part of a choir and in unison. Have a go at singing a solo. Demonstrate good singing posture. Sing the unit songs from memory. Sing with attention to clear diction. Sing more expressively, with attention to breathing and phrasing. Discuss what the song or piece of music might be about. Follow the leader or conductor confidently. Sing with attention to the meaning of the words. Listen for being 'in time' or 'out of time', with an awareness of following the beat. Perform actions confidently and in time. Sing a widening range of unison songs, of varying styles and structures.</p>	<p>Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture. Rehearse and learn songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds and consonants. Sing 'on pitch' and 'in time'. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to staccato and legato. Talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world.</p>	<p>Sing in unison and parts, and as part of a smaller group. Sing a second part in a song. Rehearse and learn songs from memory and/or with notation. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8 metre. Sing 'on pitch' and 'in time'. Self-correct if lost or out of time. Sing expressively, with attention to breathing and phrasing. Sing expressively, with attention to dynamics and articulation. Develop confidence as a soloist. Talk about the different styles of singing used for different styles of song. Talk confidently about how connected they feel to the music and how it connects to the world. Respond to a leader or conductor.</p>	<p>Rehearse and learn songs from memory and/or with notation. Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style. Continue to sing in parts, where appropriate. Sing in 2/4, 3/4, 4/4, 5/4 and 6/8. Demonstrate and maintain good posture and breath control whilst singing. Sing with and without an accompaniment. Sing syncopated melodic patterns. Lead a singing rehearsal. Talk about the different styles of singing used in the various styles of song visited throughout this year. Discuss with one another how connected they are to the music and songs, and how the songs and styles are connected to the world.</p>



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<p>Playing Instruments Elements: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear. Play a part on a tuned or untuned instrument by ear. Learn to treat instruments carefully and with respect. Rehearse and perform their parts within the context of the unit song. Learn to play together with everybody while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear. Play a part on a tuned or untuned instrument by ear (either Part 1, Part 2 or the optional Easy Part). Rehearse and perform their parts within the context of the unit song. Learn to treat instruments carefully and with respect. Play together as a group while keeping in time with a steady beat. Perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat</p>	<p>Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and E major. Develop facility in playing tuned percussion or a melodic instrument, such as the violin or recorder. Play a part on a tuned instrument by ear or from notation. Play the instrumental part they are comfortable with and swap when appropriate. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture and technique.</p>	<p>Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor. Rehearse and perform their parts within the context of the unit song. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture and technique.</p>	<p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, Eb major, C minor and D minor. Play a part on a tuned instrument, by ear or from notation. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Rehearse and perform their parts within the context of the unit song. Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture. Begin to understand how to rehearse a piece of music in order to improve.</p>	<p>Rehearse and learn to play one of four differentiated instrumental parts, by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor and F minor. Play a melody, following staff notation written on one stave and using notes within an octave range; make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). Play a part on a tuned instrument, by ear or from notation. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Rehearse and perform their parts within the context of the unit song. Play together with everybody while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture. Understand how to rehearse a piece of music in order to improve. Play a more complex part.</p>
<p>Creating: Improvise Elements: pulse, rhythm, pitch, tempo,</p>	<p>Explore improvisation within a major and minor scale, using the notes: C, D, E</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, D, E, F, G C, D, E, G, A</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E C, D, E, G, A C, D, E, F, G</p>	<p>Explore improvisation within a major and minor scale, using the following notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D</p>



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<p>dynamics, timbre, texture, structure</p>	<p>D, E, A F, G, A D, F, G</p> <p>Explore and begin to create personal musical ideas using the given notes for the unit.</p> <p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Improvise simple vocal patterns using 'question and answer' phrases.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p>	<p>C, G, A G, A, B F, G, A</p> <p>Begin to create personal musical ideas using the given notes.</p> <p>Understand that improvisation is about the children making up their own very simple tunes on the spot.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Work with partners and in the class to improvise simple 'question and answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.</p>	<p>G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D</p> <p>Structure musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end. When improvising, follow a steady beat and stay 'in time'. Become more skilled in improvising; perhaps try more notes and rhythms, including rests or silent beats.</p> <p>Think about creating music with 'phrases' made up of notes, rather than simply lots of notes played one after the other.</p>	<p>D, E, F# D, E, F#, A, B</p> <p>Explore improvisation within a major scale, using more notes.</p> <p>Improvise using a limited range of pitches on the instruments they are learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Improvise over a simple chord progression /groove.</p>	<p>F, G, A, Bb, C D, E, F, G, A</p> <p>Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.</p> <p>Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p> <p>Follow a steady beat and stay 'in time'. Become more skilled in improvising; perhaps try more notes and rhythms.</p> <p>Become more skilled in improvising; perhaps try to use melodic jumps (intervals) that might get higher and lower.</p> <p>Explore rhythm patterns created from quavers, crotchets, semiquavers, minims and their rests.</p> <p>Include rests or silent beats.</p> <p>Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.</p> <p>Include smooth (legato) and detached (staccato) articulation when playing notes.</p>	<p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p> <p>Follow a steady beat and stay 'in time'.</p> <p>Become more skilled in improvising, perhaps trying more notes and rhythms. Include rests or silent beats.</p> <p>Think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.</p> <p>Challenge themselves to play for longer periods, both as soloists and in response to others in a group.</p>
<p>Creating: composing</p>	<p>Begin to understand that composing is</p>	<p>Continue to understand that composing is like</p>	<p>Create a simple melody using crotchets, minims and</p>	<p>Create a melody using crotchets, minims,</p>	<p>Create a melody using crotchets, quavers and minims, and perhaps</p>	<p>Create a melody using crotchets, quavers and minims, and perhaps</p>



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<p>(compose with the song, create a graphic score, compose with a theme, music notepad, quickbeats) Elements: pulse, rhythm, pitch, tempo, dynamics</p>	<p>like writing a story with music. Explore sounds and create their own melody. Perform their simple composition/s using two, three, four or five notes. Use simple notation if appropriate:</p> <ul style="list-style-type: none"> ● Create a simple melody using crotchets and minims. <p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C. F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F. D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D. Begin to explore and create using graphic scores:</p> <ul style="list-style-type: none"> ● Create musical sound effects and short sequences of sounds in response 	<p>writing a story with music. Perform their simple composition/s using two, three, four or five notes. Start their tune/s on note one and end it on note one. Use simple notation if appropriate:</p> <ul style="list-style-type: none"> ● Create a simple melody using crotchets and minims. <p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major). G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G). F, G F, G, A F, G, A, C, D Start and end on the note F (pentatonic on F).</p>	<p>perhaps paired quavers:</p> <p>C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (pentatonic on C). C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major). F, G F, G, A F, G, A, B\flat, C Start and end on the note F (F major). G, A G, A, B G, A, B, D, E Start and end on the note G (pentatonic on G).</p> <p>Successfully create a melody in keeping with the style of the backing track. This could include:</p> <ul style="list-style-type: none"> ● Composing over a simple chord progression ● Composing over a simple groove ● Composing over a drone. 	<p>quavers and their rests. Use a pentatonic scale:</p> <p>C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (pentatonic on C). C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major). A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor). D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor). G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G). Successfully create a melody in keeping with the style of the backing track.</p>	<p>semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p> <p>F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C Start and end on the note F (F major). G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major). G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G). Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale, as well as major and minor tonalities. Understand the structure of the composition.</p>	<p>semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major). G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (pentatonic on G). G, B\flat G, B\flat, C, D G, B\flat, C, D, F Start and end on the note G (minor pentatonic on G). D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor). F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C Start and end on the note F (F major). F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (pentatonic on F).</p>
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	<p>to music and video stimuli.</p> <ul style="list-style-type: none"> ● Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. ● Create a story, choosing and playing classroom instruments. ● Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. ● Use music technology, if available, to capture, change and combine sounds. 	<p>Explore and create graphic scores:</p> <ul style="list-style-type: none"> ● Create musical sound effects and short sequences of sounds in response to music and video stimuli. ● Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. ● Create a story, choosing and playing classroom instruments. ● Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. ● Use music technology, if available, to capture, change and combine sounds. 	<p>Include a home note, to give a sense of an ending; coming home. Perform their simple composition/s, using their own choice of notes. Give the melody a shape. Describe how their melodies were created. Start to use simple structures within compositions, eg introduction, verse and chorus or AB form. Use simple dynamics. Create a tempo instruction. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests to create rhythm patterns.</p> <p>Music Notepad Compose a standalone piece of music which includes:</p> <ul style="list-style-type: none"> ● A time signature ● A treble clef ● Four or six bars 	<p>This could include:</p> <ul style="list-style-type: none"> ● Composing over a simple chord progression ● Composing over a simple groove ● Composing over a drone. <p>Include a home note to give a sense of an ending; coming home. Use music technology, if available, to capture, change and combine sounds. Start to use simple structures within compositions, eg introduction, verse and chorus or AB form. Use simple dynamics. Create a tempo instruction. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale.</p>	<p>Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). Include a home note to give a sense of an ending; coming home. Perform their simple composition/s, using their own choice of notes. Successfully create a melody in keeping with the style of the backing track. Create their composition/s with an awareness of the basic chords in the backing track.</p> <p>Music Notepad Compose a standalone piece of music which includes:</p> <ul style="list-style-type: none"> ● A time signature - A treble clef ● Four, six or eight bars ● The correct notes for the scale and key signature ● Rhythmic combinations of semibreves, minims, crotchets and paired quavers, with their corresponding rests ● Expression/dynamics ● Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end ● A melody that starts and ends on note one - A 	<p>Plan and compose an eight or 16-beat melodic phrase using a pentatonic scale, eg 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. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment. Create a simple chord progression. Compose a ternary (ABA form) piece. Use available music software/apps to create and record it, discussing how musical contrasts are achieved. Use music technology, if available, to capture, change and combine sounds. Create music in response to music and video stimuli. Start to use and understand structures within compositions, eg introductions, multiple verse and chorus sections, AB form or ABA form (ternary form). Use rhythmic variety. Compose song accompaniments, perhaps using basic chords. Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet). Use a pentatonic and a full scale, as well as major and minor tonalities. Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus</p>
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			<ul style="list-style-type: none"> ● The correct notes for the scale and key signature ● Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests ● Expression /dynamics - A melody that starts and ends on note one ● A description of how their melodies were created. 	<p>Begin to understand the structure of the composition. Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). Perform their simple composition/s using their own choice of notes.</p> <p>Music Notepad Compose a standalone piece of music which includes:</p> <ul style="list-style-type: none"> ● A time signature ● A treble clef ● Four or six bars ● The correct notes for the scale and key signature ● Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests ● Expression/dynamics - Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end 	<p>description of how their melodies were created.</p>	<p>all equivalent rests. Explain its musical shape, identifying melodic intervals (a melody that leaps) and melodic steps (a melody that moves to the next note). Include a home note to give a sense of an ending; coming home. Perform their simple composition/s, using their own choice of notes. Successfully create a melody in keeping with the style of the backing track and describe how their melodies were created. Create their composition/s with an awareness of the basic chords in the backing track.</p> <p>Music Notepad Compose a standalone piece of music which includes:</p> <ul style="list-style-type: none"> ● A time signature ● A treble clef ● Four, six, eight or 12 bars ● The correct notes for the scale and key signature ● Rhythmic combinations of semibreves, minims, crotchets, paired quavers, semiquavers and their rests ● Expression/dynamics ● Structured musical ideas (eg using echo or 'question and answer' phrases) to create music that has a beginning, middle and end. ● A melody that starts and ends on note one. ● A description of how their melodies were created.
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				<ul style="list-style-type: none"> ● A melody that starts and ends on note one ● A description of how their melodies were created. 		
Performing Elements: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure	<p>Rehearse a song and perform it to an audience, explaining why the song was chosen. Add actions and perhaps movement to the song. Perform the song from memory. Follow the leader or conductor. Talk about the performance afterwards, expressing what was enjoyed and what they think could have been better. When planning, rehearsing, introducing and performing the song:</p> <ul style="list-style-type: none"> ● Introduce the performance. ● Begin to play tuned and untuned instruments musically within the performance. ● Begin to use the voice expressively and creatively by singing simple songs. 	<p>Rehearse a song and then perform it to an audience, explaining why the song was chosen. Add actions to the song. Show a simple understanding of the Musical Spotlight and Social Question, and how they have influenced the performance. Perform the song from memory. Follow the leader or conductor. Continue to play tuned and untuned instruments musically within the performance. Continue to use the voice expressively and creatively by singing simple songs. Continue to play together as a group /band /ensemble.</p>	<p>Plan, rehearse and perform for an audience a song that has been learnt in the lesson, from memory or with notation, and with confidence. Explain why the song was chosen. Show their understanding of the Musical Spotlight and Social Question, and how they have influenced their performance. Follow the leader or conductor. Talk about the strengths of the performance, how they felt and what they would like to change. Introduce the performance with an understanding of what the song is about and comment on any other relevant connections. Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the</p>	<p>Rehearse and enjoy the opportunity to share what has been learnt in the lessons. Perform, with confidence, a song from memory or using notation. Play and perform melodies following staff notation, using a small range, as a whole class or in small groups. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song. Communicate the meaning of the words and articulate them clearly. Reflect on the performance and how well it suited the occasion.</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unfamiliar audience. Perhaps perform in smaller groups, as well as with the whole class. Perform a range of repertoire pieces and arrangements, combining acoustic instruments to form mixed ensembles, including a school orchestra. Perform from memory or with notation, with confidence and accuracy. Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance. Explain why the song was chosen, including its composer and the historical and cultural context of the song. A student will lead part of the rehearsal and part of the performance. Record the performance and compare it to a previous performance; explain how well the performance</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience, with a detailed understanding of the musical, cultural and historical contexts. Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. Perform from memory or with notation. Understand the value of choreographing any aspect of a performance. Understand the importance of the performing space and how to use it. Rehearse and lead parts of the performance, individually or as a group. Record the performance and compare it to a previous one. Collect feedback from the audience and reflect on how the audience believed in/supported the performance. Discuss how the performance might change if it were repeated in a larger/smaller performance space.</p>



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	<ul style="list-style-type: none"> ● Begin to play together as a group /band /ensemble. ● Show their understanding of the Musical Spotlight and Social Question, and how they have influenced the performance. 	<p>Talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p>	<p>performance. Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment, etc.</p>	<p>Discuss and respond to any feedback; consider how future performances might be different.</p>	<p>communicated the mood of each piece. Discuss and talk musically about the strengths and weaknesses of a performance. Collect feedback from the audience and reflect on how future performances might be different.</p>	
Connecting across the curriculum	<p>Topics include:</p> <ul style="list-style-type: none"> ● Counting ● Days of the week ● Parts of the body ● Counting backwards from 10 ● Animals from around the world ● Insects ● Our planet/our solar system ● Stories ● Shapes ● Friendship and building relationships ● Kindness, respect and helping one another ● Responsibility ● Families and traditions ● Communication ● Using your imagination ● Life in different countries ● Nature, the environment 	<p>Topics include:</p> <ul style="list-style-type: none"> ● The importance of communication ● Working and playing together ● Stories ● Caring about other people ● Developing morals and ethics ● Music from different parts of the world ● Playing in a band together ● Nature: the sun ● Looking after the planet ● Identity and accepting one another ● Friendship and building relationships ● Kindness, respect and empathy ● Responsibility ● Families and traditions 	<p>Topics include:</p> <ul style="list-style-type: none"> ● Your place in your family ● Making friends and understanding each other ● Developing morals and ethics ● Using your imagination ● Life in different countries ● The way people lived ● Families ● Nature, the environment ● Caring for the planet ● History and connections with the past ● Kindness and helping one another ● Connecting and interacting with others ● Responsibility ● Entertainment, storytelling and folklore ● Society and current events 	<p>Topics include:</p> <ul style="list-style-type: none"> ● Friends and people we meet ● How people and children used to live ● Connecting with history and the way people lived in the past ● Music from different cultures ● Music and dancing ● Music and freedom ● Making friends and building interpersonal relationships ● Kindness and empathy ● Developing morals and ethics ● Communication, connecting and interacting with others ● Responsibility ● Families, your place in your family ● Using your imagination 	<p>Topics include:</p> <ul style="list-style-type: none"> ● School ● Heroes ● The solar system ● Space ● Freedom ● Friendship and building interpersonal relationships ● Kindness and helping one another, empathy ● Connecting/interacting with and understanding others ● Responsibility ● Families, your place in your family ● Using your imagination ● Life in different countries ● Nature, the environment ● Connections with history and the way people lived in the past ● Entertainment, storytelling and folklore ● Current events and society ● Social justice and politics ● Acceptance, tolerance and respect ● Personal identity, self-expression and individuality ● Culture and communities 	<p>Topics include:</p> <ul style="list-style-type: none"> ● Understanding feelings ● Friendship, kindness and respect ● Standing up for democracy and eliminating oppression ● Knowing our cultural roots ● Engaging to protect and care for planet Earth: ecosystems, recycling, etc ● Helping one another and empathy ● Communicating with others ● Families, culture and tradition ● Creativity and using your imagination ● Life in different countries ● Culture and communities ● Nature, the environment ● History and connections with the past ● Entertainment, storytelling and folklore ● Society and current events ● Politics and social justice ● Acceptance, tolerance and respect ● Personal identity, self-expression and individuality ● Traditions: festivals, holidays, celebrations



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	<ul style="list-style-type: none"> ● Connections with the past ● Culture and communities ● Storytelling and entertainment ● Individuality and self-expression 	<ul style="list-style-type: none"> ● Communication ● Using your imagination ● Life in different countries ● Culture and communities ● Connections with the past ● Storytelling and entertainment ● Society and current events ● Celebrating differences 	<ul style="list-style-type: none"> ● Social justice ● Identity and accepting others ● Expressing yourself ● Culture and traditions: festivals, holidays, celebrations 	<ul style="list-style-type: none"> ● Life in different countries ● Culture and communities ● Traditions: festivals, holidays, celebrations ● Nature and environmental protection ● Habitats and ecosystems ● Entertainment, storytelling and folklore ● Society and current events ● Social justice and politics ● Acceptance, tolerance and respect ● Personal identity, self-expression and individuality 	<ul style="list-style-type: none"> ● Traditions: festivals, holidays, celebrations ● Sustainability and environmental protection ● Habitats and ecosystems ● Our solar system 	<ul style="list-style-type: none"> ● Environmental protection and sustainability ● Habitats and ecosystems ● Our solar system and caring for the planet








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Promoting SMSC and British Values in Music

Spiritual	Moral	Social	Cultural
<ul style="list-style-type: none"> • The chance to reflect on events, opinions, composers, music, songs, instruments and different styles of music through music lessons. • The chance for children of all abilities to partake in collaborative activities and encourage reflection in a positive, non-judgemental way. • Teachers encourage children to make contributions and take part in performances and to listen to those of others. This helps to ensure an ethos of mutual respect and tolerance. • Use of imagination and creativity through composing and improvisation. • Working as part of a team, listening to others and reflecting upon their own experiences enhance their sense of enjoyment through playing as part of group and feeling part of a team. (performing together and learning the violin in class tuition) 	<ul style="list-style-type: none"> • When considering different viewpoints about various pieces of music and the impact they have on individuals, we encourage children to consider and respect the viewpoints of others with regards to personal preferences. • Opportunities to learn about historical attitudes to different types of music. 	<ul style="list-style-type: none"> • The structure of techniques in music give pupils the skills and setting to participate and co-operate. This helps increase participation as music lessons are generally practical. • Music lessons which encourage action and help pupils develop and form relationships give pupils the skills to work in different social contexts. • Children of all abilities have access to the music curriculum, and it is often an area where the less able achieve. This inclusive approach models active participation. • Participation in music as part of a group develops social skills. 	<ul style="list-style-type: none"> • Music and performances are chosen carefully and selected so as to understand, accept, respect and celebrate diversity and cultural differences.



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Democracy 	The Rule of Law 	Individual Liberty 	Respect 	Tolerance of those with different faiths 
<ul style="list-style-type: none"> ○ Pieces of group work such as composition and performances allow children to ensure and explore the value of all contributions in a group. ○ Participation by all, as in a democratic system, is encouraged and enabled through initiatives such as whole school/key-stage singing. ○ Turn taking, sharing and the safe use of equipment are essential elements of music. 	<ul style="list-style-type: none"> ○ Freedom of expression is promoted as children have the opportunity to compose and perform creative work. ○ Working in a group context, either as a whole class or as part of a composition group or ensemble requires sets of clear rules and fairness/respect which are always communicated clearly by teachers. ○ Elements of music are governed by rules and patterns; the children are encouraged to understand these and explore the effect when rules and patterns are not followed. 	<ul style="list-style-type: none"> ○ Music encourages freedom of expression and an exploration of emotions evoked by and shown in music. 	<ul style="list-style-type: none"> ○ Respect is encouraged and developed through positive and considered reflection. ○ Awareness and appreciation of other cultures through learning about musicians and different genres ○ When composing and listening, pupils are taught how to respond to the work of others, taking into account the impact of their words on others, developing the art of respectful constructive criticism. ○ Topic outcomes, performances to other classes and to parents and the wider community offer pupils the chance to experience performances, helping them to develop a sense of empathy which ties in with promoting tolerance. Pupils are also taught that different pupils may have different opinions about pieces of music. ○ Teachers encourage children to make contributions and take part in performances and to listen to those of others. This helps to ensure an ethos of mutual respect and tolerance. 	