

EYFS Nursery Progression of Skills and Vocabulary in Music

Early Years Music.

Children in Nursery and Reception will develop fundamental musical skills, allowing the children to grow in confidence, interact with others and engage in a range of musical activities both in and out of the classroom.

Children will learn to:

*Enjoy singing

*To join in with singing well known nursery rhymes, new songs and rhymes and songs using simple actions and movement

*Play simple untuned percussion instruments, knowing when to start and stop

*Handle and play untuned percussion instruments effectively to the beat and repeat a simple rhythm pattern with confidence

*Play softly or loudly by following simple hand instructions

* Have respect for musical instruments

Nursery

Listening

Repeat lyrics to songs
Pronounce words accurately
Be able to name a number of Percussion Instruments

Listen to songs and music
Be able to copy sung phrases
To repeat patterns of rhythm
To recognise tunes to well-known songs or songs we are learning.

Listening to African music
Listening to seasonal music across the whole year.

Coverage

Aut. 1 Songs about me/Healthy Me
Aut 2 Christmas Nativity
Preparing for Christmas with songs and percussion

Spr 1 Winter Songs and percussion
Spr 2 Preparing for Easter with songs and percussion

Sum 1 African Percussion (Rhythm and song)

Sum2 Summer songs/Variety of songs and Percussion Work
Preparing for Summer Music Festival

Vocabulary

Various song lyrics, clap, loud, quiet, bells, drum, wooden block, tambourine, triangle, cow bell, wooden claves, djembe, caxixi, seseh, agogo, rhythm, beat, high, low, sound, music, piano.

Singing

Learn a variety of nursery rhymes and songs.

To learn new songs related to topics and seasonal occasions and events.

To enjoy singing and know when to sing quietly, softly, loudly etc.

To understand lyrics to songs

To join in dancing, singing and circle games.

To use actions and movement to songs/music

To sing with confidence

To sing along to African song 'Thula Baba' (An African Lullaby)

To look at the percussion instruments of Africa in more detail and use them in our singing and percussion work.

Summer songs/Variety of songs and Percussion Work

Preparing for Summer Music Festival

Coverage

Aut. 1 Songs about me/Healthy Me

Aut 2 Christmas Nativity

Preparing for Christmas with songs and percussion

Spr 1 Winter Songs and percussion

Spr 2 Preparing for Easter with songs and percussion

Sum 1 African Percussion (Rhythm and song)

Sum2 Summer songs/Variety of songs and Percussion Work
Preparing for Summer Music Festival

Vocabulary

Various song lyrics, clap, loudly, quietly, beat, tune, rhythm, (positional language, number).

(Children will learn a vast amount of song lyrics over the year which will aid language and pronunciation skills)

caxixi, seseh, agogo,

Playing Music

- To hold a percussion instruments correctly
- To copy basic rhythm patterns, clapped or on percussion instruments.
- To enjoy playing percussion instruments
- To be able to name a number of percussion instruments
- To play percussion instruments appropriately (loudly, softly, following a beat)
- To experiment with sounds of percussion instruments
- To explore sounds of African percussion and explore where they come from.
- To play percussion instruments with confidence.

- To play African percussion instruments to accompany African Music
- To explore sounds of African percussion and explore where they come from.

To learn a variety of songs with percussion for our Summer Music Festival.

Coverage

Aut. 1 Songs about me/Healthy Me
Aut 2 Christmas Nativity
Preparing for Christmas with songs and percussion

Spr 1 Winter Songs and percussion
Spr 2 Preparing for Easter with songs and percussion

Sum 1 African Percussion (Rhythm and song)

Sum2 Summer songs/Variety of songs and Percussion Work
Preparing for Summer Music Festival

Vocabulary

Clap, loud, quiet, bells, drum, wooden block, tambourine, triangle, cow bell, wooden claves, djembe, caxixi, seseh, agogo, rhythm, beat, high, low, sound, music, piano, beater, bigger, smaller, higher , lower, shake, tap.

Performing	<p>To perform a Christmas Concert to the residents of Roslyn House. To perform a Nativity to parents/visitors/adults/peers at Christmas.</p> <p>To perform an Easter Concert to residents at Roslyn House. To perform an Easter concert to parents/visitors/adults. Build confidence and encourage social interaction.</p> <p>To perform in our Summer Music Festival at school to adults/visitors/parents/peers. To perform a Summer concert to residents at Roslyn House Nursing Home.</p> <p>Build confidence and encourage social interaction.</p>	<p>Coverage</p> <p><u>Aut. 1</u> Songs about me/Healthy Me <u>Aut 2</u> Christmas Nativity Preparing for Christmas with songs and percussion</p> <p><u>Spr 1</u> Winter Songs and percussion <u>Spr 2</u> Preparing for Easter with songs and percussion</p> <p><u>Sum 1</u> African Percussion (Rhythm and song)</p> <p><u>Sum2</u> Summer songs/Variety of songs and Percussion Work Preparing for Summer Music Festival</p>	<p><u>Vocabulary</u></p> <p>Clap, loud, quiet, bells, drum, wooden block, tambourine, triangle, cow bell, wooden claves, djembe, caxixi, seseh, agogo, rhythm, beat, high, low, sound, music, piano, beater, bigger, smaller, higher , lower, audience</p>

EYFS Reception Progression of Skills and Vocabulary in Music

Reception	<p>Early Years Music. Children in Nursery and Reception will develop fundamental musical skills, allowing the children to grow in confidence, interact with others and engage in a range of musical activities both in and out of the classroom.</p> <p>Children will learn to:</p> <ul style="list-style-type: none"> *Enjoy singing *To join in with singing well known nursery rhymes, new songs and rhymes and songs using simple actions and movement *Play simple untuned percussion instruments, knowing when to start and stop *Handle and play untuned percussion instruments effectively to the beat and repeat a simple rhythm pattern with confidence *Play softly or loudly by following simple hand instructions * Have respect for musical instruments 		
Listening	<p>Repeat lyrics to songs Pronounce words accurately Be able to name a number of Percussion Instruments</p> <p>Listen to songs and music Be able to copy sung phrases To repeat patterns of rhythm To recognise tunes to well-known songs or songs we are learning.</p>	<p><u>Coverage</u></p> <p><u>Across the whole year</u></p>	<p><u>Vocabulary</u></p> <p>(Numerous lyrics to songs)</p> <p>Rhythm, beat, tune, sound, soft, high, low, pitch, clap, loud, quiet, bells, drum, wooden block, tambourine, triangle, cow bell, wooden claves, djembe, caxixi, seseh, agogo, music, piano.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Singing</p>	<p>Learn a variety of nursery rhymes and songs.</p> <p>To learn new songs related to topics and seasonal occasions and events.</p> <p>To enjoy singing and know when to sing quietly, softly, loudly etc. To understand lyrics to songs</p> <p>To join in dancing, singing and circle games.</p> <p>To learn songs related to number and counting To learn to use positional language in song</p> <p>To sing songs using other spoken languages</p> <p>To use actions and movement to songs/music To sing with confidence</p>	<p><u>Coverage</u></p> <p><u>Across the whole year</u></p>	<p><u>Vocabulary</u></p> <p><u>Vocabulary</u></p> <p>(Numerous lyrics to songs)</p> <p>Rhythm, beat, tune, sound, soft, high, low, pitch, clap, loud, quiet, bells, drum, wooden block, tambourine, triangle, cow bell, wooden claves, djembe, caxixi, seseh, agogo, music, piano.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Playing Music</p>	<p>To repeat more complex patterns of rhythm To experiment and create rhythm patterns To play solo untuned percussion parts To be able to keep to the same speed and beat as an ensemble</p>	<p><u>Coverage</u></p> <p><u>Across the whole year</u></p>	<p><u>Vocabulary</u></p> <p>(Numerous lyrics to songs)</p> <p>Rhythm, beat, tune, sound, soft, high, low, pitch, clap, loud, quiet, bells, drum, wooden block, tambourine, triangle, cow bell, wooden claves, djembe, caxixi, seseh, agogo, music, piano.</p>

Performing	<p>To perform through singing, actions and percussion work in our annual Harvest Festival</p>	<p><u>Coverage</u></p>	<p><u>Vocabulary</u></p>
	<p>To perform songs and percussion accompaniments in our Christmas Nativity</p>	<p><u>Autumn 1</u></p>	<p>Rhythm, beat, tune, sound, soft, high, low, pitch, clap, loud, quiet, bells, drum, wooden block, tambourine, triangle, cow bell, wooden claves, djembe, caxixi, seseh, agogo, music, piano.</p>
	<p>To perform Christmas Music to residents and staff at Roslyn House and for Thorn Fields Nursing Home</p>	<p><u>Autumn 2</u></p>	
	<p>To perform an Easter Concert to parents and to Roslyn House Residents</p> <p>To perform an Easter Concert to adults/parents/families in school.</p>	<p><u>Spring 2</u></p>	
	<p>To perform in our Summer Music Festival to peers and to parents.</p> <p>To perform Summer Concert to residents at Roslyn House and to Thorn Fields Nursing Home</p>	<p><u>Summer 2</u></p>	

Year 1 Progression of Skills and Vocabulary in Music

National Curriculum KS1

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, listen to and perform music.

Pupils will be taught to:

- ♣ 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.

Listening	<p>To listen to a range of musical genres covering our composer of the half-term. (To include: Mozart, Edward Elgar, Hans Zimmer, John Williams, Andrew Lloyd-Webber, Gustav Holst, Beethoven.)</p>	<p><u>Coverage</u> Autumn 1-Summer 2 Composer of the half-term across the whole year</p>	<p><u>Vocabulary</u></p>
	<p>To identify instruments of the orchestra by sound. To listen to story of Peter and the Wolf and identify the instruments which represent each character. To create our own musical stories using a variety of musical instruments. To repeat patterns of rhythm and melody.</p>	<p><u>Spring 2</u> Instruments of the Orchestra Musical Stories 'Peter and The Wolf'</p>	<p>Composer, Musical Instruments, Strings, Woodwind, Brass, Percussion, Violin, Viola, Cello, Double Bass, Bow, Harp, Clarinet, Flute, Piccolo, Oboe, Recorder, Bassoon, Classical, Timpani, Trumpet, Trombone, French Horn, Tuba, Conductor, Baton, hammer, tap, strike.</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Singing</p>	<p>To sing a vast range of songs for different purposes. To learn to sing in different parts. To understand the mood of different songs. To learn a range of hymns and prose for Church and school Worship. To sing with emotion and expression. To sing in a round.</p> <p>To sing with confidence.</p>	<p><u>Coverage</u> <u>Autumn 1 –Summer 2</u> Weekly Choir Rehearsals across the year Weekly Hymn Practise across the year <u>Autumn 1</u> _Harvest Festival <u>Autumn 2</u> KS1 Production ‘Shine Star, Shine!’</p>	<p><u>Vocabulary</u></p> <p>Numerous song lyrics</p> <p>Harmony, melody, pitch etc.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Reading and playing music</p>	<p>To learn new musical vocabulary. To Identify musical features. To learn the value of different notes and be able to read and clap/play the rhythm from sight. To understand beats and how they add up. To begin to learn to play rhythm on tuned percussion instruments. To be able to keep to my own part when playing different pitched lines of rhythm.</p> <p>To increase confidence.</p>	<p><u>Autumn 1</u> Words, Rhythms and Percussion <u>Autumn 2</u> Begin to learn Note Values <u>Spring 2</u> Note Values and Glockenspiels <u>Summer 1</u> ‘I can play the Glockenspiel! <u>Summer 2</u> ‘I Am A Performer’</p>	<p><u>Vocabulary</u> Melody, Rhythm, Pitch, Stave, Manuscript, Treble Clef, Crotchet, Quaver, Minim, Dotted Minim, Semibreve, Bar-Line, Double Bar-Line.</p>

Performing	<p>To learn songs and text for our Harvest Festival.</p> <p>To learn lyrics, spoken text and melody and harmony in preparation for our Christmas Production.</p> <p>To learn hymns, religious text for performance in Church and in School Worship.</p> <p>To sing as part of a key-stage choir in our Summer Music Festival. Ton perform class, solo, duet glockenspiel pitched rhythms in our Summer Music Festival to a range of audience.</p>	<p><u>Autumn 1</u> Harvest Festival</p> <p><u>Autumn 2</u> KS1 Christmas Production</p> <p><u>Summer 2</u> Music Festival Concert with Year 2 performed to adults and visiting Nursing Home.</p>	<p><u>Vocabulary</u></p> <p>Religious text and Hymn Lyrics.</p>
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Year 2 Progression of Skills and Vocabulary in Music

Year 2	<p><u>National Curriculum KS1</u></p> <p>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, listen to and perform music.</p> <p>Pupils will 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. 		
Listening	<p>To listen to a range of musical genres covering our composer of the half-term. (To include: Mozart, Edward Elgar, Hans Zimmer, John Williams, Andrew Lloyd-Webber, Gustav Holst, Beethoven.)</p> <p>To learn new vocabulary in a vast range of lyrics.</p> <p>To learn to pronounce words correctly.</p> <p>To listen to performances from peers in class.</p>	<p><u>Coverage</u></p> <p><u>Autumn 1-Summer 2</u></p> <p>Composer of the half-term across the whole year</p> <p>Autumn1-Summer2</p>	<p><u>Vocabulary</u></p> <p>Composer, composition, conductor, baton.</p>

Singing	<p>To learn new songs for our annual Harvest Festival.</p> <p>To learn new Hymns for our Church and school worship.</p> <p>To learn a range of songs, seasonal and otherwise.</p> <p>To sing with a sense of purpose and for an occasion.</p> <p>To sing with emotion.</p>	<p><u>Coverage</u></p> <p><u>Autumn 1 –Summer 2</u></p> <p>Weekly Choir Rehearsals across the year</p> <p>Weekly Hymn Practise across the year</p> <p><u>Autumn 1</u></p> <p>_Harvest Festival</p> <p><u>Autumn 2</u></p> <p>KS1 Production 'Shine Star, Shine!'</p> <p><u>Summer 2</u></p> <p>Music Festival</p>	<p><u>Vocabulary</u></p> <p>Harmony, Accompaniment,</p> <p>A range of song lyrics and religious text.</p>
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Reading and playing Music	<p>To learn to read music in the 'Treble Clef'. To find hidden words in the Treble Clef. (Gamification) To begin to play basic melody lines on the glockenspiel.</p> <p>To have the confidence to play solo's and duets in class. (Glockenspiel)</p> <p>To be able to keep to the correct line of melody in 2 part playing.</p> <p>To learn what a 'Time Signature' is and be able to understand how it affects a piece of music. To know how many beats there should be in a bar of music.</p> <p>To experiment with and create melody on the glockenspiel.</p>	<p><u>Coverage</u> <u>Autumn 1</u> Learning to read Music in the Treble Clef <u>Autumn 2</u> Reading and playing pitched melody line.</p> <p><u>Spring 1</u> Solo's and Duets</p> <p><u>Spring 2</u> Playing in parts!</p> <p><u>Summer 1</u></p> <p><u>Summer 2</u> I Can Make My Own Glockenspiel Melody!</p>	<p><u>Vocabulary</u> Note Name, (Mnemonics) 'Every Good Boy Deserves Football', FACE, Time Signature, Bar-Line, Double Bar-Line, Bar.</p> <p>Time signature.</p> <p>Composition.</p>
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Performing	<p>To perform newly learnt melody and lyrics for our Harvest Festival.</p> <p>To take part in our Christmas Production, Shine Star, Shine! Singing in parts and speaking parts.</p> <p>To perform as part of KS1 Choir a variety of songs and Instrumental solo's, duets and class performances on the Glockenspiel, to a variety of audiences.</p>	<p><u>Coverage</u> <u>Autumn 1</u> Harvest Festival <u>Autumn 2</u> KS1 Christmas Production <u>Summer 2</u> Music Festival Concert with Year 2 performed to adults and visiting Nursing Home.</p>	<p style="text-align: center;"><u>Vocabulary</u></p> <p>Solo, duet.</p>
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Year 3 Progression of Skills and Vocabulary in Music

Year 3	<p><u>KS2 Music</u></p> <p>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, listen to and perform music.</p> <p>Pupils will 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> <p>Pupils will 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 ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate a range of high-quality live and recorded music drawn from different traditions and from composers and musicians ♣ begin to develop an understanding of the history of music. 		
Singing	<p>Year 3 will now join our KS2 Choir which rehearse every week.</p> <p>To learn more complex songs.</p> <p>To learn a variety of parts and harmonies.</p> <p>To learn religious text in our weekly Hymn Practice.</p> <p>To learn to sing the ‘Mass’ for our half-termly School Mass at All Saints Parish Church.</p> <p>To sing for a range of performances and audiences.</p> <p>To learn to sing with increasing control, understanding dynamics and keeping to my own part when singing as a choir.</p> <p>To learn vocal parts to our Summer Production ‘Star Warts...The Umpire Strikes Back’.</p>	<p><u>Coverage</u></p> <p><u>Autumn1 – Summer</u></p> <p><u>2</u></p> <p><u>(Across the whole year)</u></p>	<p><u>Vocabulary</u></p> <p>A wide range of lyrics and religious text.</p> <p>Crescendo, diminuendo, tempo, ritardando, acclerando, piano, forte.</p>

Listening	<p>To listen to a range of musical genres covering our composer of the half-term. (To include: Mozart, Edward Elgar, Hans Zimmer, John Williams, Andrew Lloyd-Webber, Gustav Holst, Beethoven.)</p> <p>To learn new vocabulary in a vast range of lyrics.</p> <p>To learn to pronounce words correctly.</p> <p>To listen to performances from peers in class.</p> <p>To listen to performances from other Year groups and different instruments in our various concerts/performances.</p>	<p><u>Coverage</u></p> <p><u>Autumn 1-Summer 2</u></p> <p>Composer of the half-term across the whole year</p> <p>Autumn1-Summer2</p>	<p style="text-align: center;"><u>Vocabulary</u></p> <p>A vast amount of song lyrics and religious text.</p> <p>Names of composers.</p>
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Reading and Playing Music	<p> To begin to learn to play the Recorder covering notes B, A and G To learn to use the correct hand and finger positions to play different notes. To develop hand/eye coordination. To develop a good blowing technique </p> <p> To keep to my own part when playing 2 part pieces using Recorders and Glockenspiels. To develop musical aural skills </p> <p> To learn to perform 3 part pieces on Recorders and Glockenspiels. To learn the notes C and D on the recorder. </p> <p> To learn to play pieces in 3 parts. To perform solo's, duets and trio's in class. To make observations about the way we play or what we hear. </p> <p> To identify a 'sharp' and 'flat' sign To learn to play the notes C# and F# on the Recorder To learn sharps and flats on the glockenspiel. </p>	<p> <u>Coverage</u> <u>Autumn 1</u> Learning to play the Recorder </p> <p> <u>Autumn 2</u> 2 Part Instrumental Playing with Recorders and Glockenspiels </p> <p> <u>Spring 1</u> 3 Part Playing! </p> <p> <u>Spring 2</u> Solo's, Duets and Trio's! </p> <p> <u>Summer 1</u> Sharps and Flats! </p>	<p> <u>Vocabulary</u> Finger holes, mouthpiece, head, body, </p> <p> Sharp, flat, accidental. # <i>b</i> </p>
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	To learn recorder and glockenspiel pieces for our Music Festival in July. To be able to keep to my own part when playing as part of an ensemble	<u>Summer 2</u> We Are Performers	Ensemble
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Performing	<p>To learn and perform a variety of religious and seasonal song for our Harvest Festival.</p> <p>To learn a variety of songs and Carols for Church Christmas Services and KS2 Christmas Concert.</p> <p>To perform at The Mayor’s Christmas Carol Service in Church. To take part in the Christmas Lights Ceremony in the Town Square</p> <p>To learn a variety of recorder and glockenspiel parts for performance in class.</p> <p>Performing recorder and glockenspiel pieces in class to our peers.</p> <p>To rehearse vocal parts and instrumental parts for performance in our Music Festival. (Outside audiences)</p> <p>To perform vocal parts in our Key Stage 2 Musical ‘Star Warts: The Umpire Strikes Back’!</p>	<p><u>Coverage</u> <u>Autumn 1</u> <u>Harvest Festival</u></p> <p><u>Autumn 2</u> <u>Christmas Concert</u></p> <p><u>Church Services</u></p> <p><u>Spring 1 &2</u> To perform to our peers in class.</p> <p><u>Summer 1</u> Performing to our peers.</p> <p><u>Summer 2</u> Music Festival 2024 KS2 Musical</p>	<p><u>Vocabulary</u> A range of song lyrics and religious text.</p>
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Year 4 Progression of Skills and Vocabulary in Music

Year 4	<p><u>KS2 Music</u></p> <p>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, listen to and perform music.</p> <p>Pupils will 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> <p>Pupils will 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 ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate a range of high-quality live and recorded music drawn from different traditions and from composers and musicians ♣ begin to develop an understanding of the history of music. 			
<u>Singing</u>	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td data-bbox="226 911 1357 1348" style="vertical-align: top;"> <p>Year 4 will continue to be part of our KS2 Choir which rehearse every week.</p> <p>To learn more complex songs.</p> <p>To learn a variety of parts and harmonies.</p> <p>To learn religious text in our weekly Hymn Practice.</p> <p>To learn to sing the ‘Mass’ for our half-termly School Mass at All Saints Parish Church.</p> <p>To sing for a range of performances and audiences.</p> <p>To learn to sing with increasing control, understanding dynamics and keeping to my own part when singing as a choir.</p> <p>To learn vocal parts to our Summer Production ‘Star Warts...The Umpire Strikes Back’.</p> </td> <td data-bbox="1357 911 1659 1348" style="vertical-align: top;"> <p><u>Coverage</u></p> <p><u>Autumn1 – Summer</u></p> <p><u>2</u></p> <p><u>(Across the whole year)</u></p> </td> <td data-bbox="1659 911 2143 1348" style="vertical-align: top;"> <p><u>Vocabulary</u></p> <p>A wide range of lyrics and religious text.</p> <p>Crescendo, diminuendo, tempo, ritardando, acclerando, piano, forte.</p> </td> </tr> </table>	<p>Year 4 will continue to be part of our KS2 Choir which rehearse every week.</p> <p>To learn more complex songs.</p> <p>To learn a variety of parts and harmonies.</p> <p>To learn religious text in our weekly Hymn Practice.</p> <p>To learn to sing the ‘Mass’ for our half-termly School Mass at All Saints Parish Church.</p> <p>To sing for a range of performances and audiences.</p> <p>To learn to sing with increasing control, understanding dynamics and keeping to my own part when singing as a choir.</p> <p>To learn vocal parts to our Summer Production ‘Star Warts...The Umpire Strikes Back’.</p>	<p><u>Coverage</u></p> <p><u>Autumn1 – Summer</u></p> <p><u>2</u></p> <p><u>(Across the whole year)</u></p>	<p><u>Vocabulary</u></p> <p>A wide range of lyrics and religious text.</p> <p>Crescendo, diminuendo, tempo, ritardando, acclerando, piano, forte.</p>
<p>Year 4 will continue to be part of our KS2 Choir which rehearse every week.</p> <p>To learn more complex songs.</p> <p>To learn a variety of parts and harmonies.</p> <p>To learn religious text in our weekly Hymn Practice.</p> <p>To learn to sing the ‘Mass’ for our half-termly School Mass at All Saints Parish Church.</p> <p>To sing for a range of performances and audiences.</p> <p>To learn to sing with increasing control, understanding dynamics and keeping to my own part when singing as a choir.</p> <p>To learn vocal parts to our Summer Production ‘Star Warts...The Umpire Strikes Back’.</p>	<p><u>Coverage</u></p> <p><u>Autumn1 – Summer</u></p> <p><u>2</u></p> <p><u>(Across the whole year)</u></p>	<p><u>Vocabulary</u></p> <p>A wide range of lyrics and religious text.</p> <p>Crescendo, diminuendo, tempo, ritardando, acclerando, piano, forte.</p>		

<p style="text-align: center;"><u>Listening</u></p>	<p>To listen to a range of musical genres covering our composer of the half-term. (To include: Mozart, Edward Elgar, Hans Zimmer, John Williams, Andrew Lloyd-Webber, Gustav Holst, Beethoven.)</p> <p>To learn new vocabulary in a vast range of lyrics. To learn to pronounce words correctly. To listen to performances from peers in class. To listen to performances from other Year groups and different instruments in our various concerts/performances.</p>	<p><u>Coverage</u></p> <p><u>Autumn 1-Summer 2</u></p> <p>Composer of the half-term across the whole year Autumn1-Summer2</p>	<p><u>Vocabulary</u></p> <p>A vast amount of song lyrics and religious text. Names of composers.</p>
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Reading and Playing Music

To begin to learn to play the Ukelele
To learn to hold the Ukelele correctly
To learn the names of different parts of the Ukelele and their purpose.
To learn the names of the strings on the ukulele and their corresponding notes on the stave.
To learn to copy pitched rhythm patterns on open strings.
To learn to play melodies using all 4 strings (Open)

To begin to learn 2 part Ukelele pieces on open strings.
To keep to my own part.
To perform solo's and duets in class.
Depending on how well the class progress, we may move on to 3 part pieces on open strings.
To perform as a class in our Christmas Concert

What is a Chord? Learning to understand what a chord is.
Learning to play a 'Major Chord'.
Learning to strum.
Learning to use Frets.
Learning to add a chord accompaniment to a melody.
Learning to play in 2 parts using chord accompaniment.

Learning to play a 'Minor' Chord.
Learning the difference between Major and Minor Chords
Learning to play 2 part pieces with a variety of chord accompaniments

Coverage

Autumn 1

To begin learning to play the Ukelele

Autumn 2

2 Part Ukelele Playing

2 or 3 part Performances.

Spring 1

'Chords'

Spring 2

Using Major and Minor Chords

Vocabulary

Ukelele, strings G, C, E, A, using a mnemonic...(Growing Children Eat Apples)
Tuning Pegs, Neck, Nut, Finger Board, Body, Sound Hole, Bridge, Saddle, Frets.
Open Strings.
Finger picking
Middle C
Ledger lines

Tempo

Chord, chord chart, Major chord, strumming.

Accompaniment
Harmony

Minor chord

	<p>To continue to learn a variety of chords on the Ukelele To use frets to introduce pitched notes on the same string. To play a variety of pieces using melody, frets, chords, strumming. To write melodies on open strings for performance.</p> <p>To prepare class pieces for our Music Festival To prepare solo's/duets/trios for our Music Festival To complete our own compositions for performance.</p>	<p><u>Summer 1</u> Rests and Frets</p> <p>Composition</p> <p><u>Summer 2</u> Ukelele Performing</p>	<p>Crotchet & minim rest symbols Tone</p>
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<u>Performing</u>	<p>To learn and perform a variety of religious and seasonal song for our Harvest Festival.</p> <p>To learn a variety of songs and Carols for Church Christmas Services and KS2 Christmas Concert.</p> <p>To perform at The Mayor’s Christmas Carol Service in Church. To take part in the Christmas Lights Ceremony in the Town Square To perform Ukelele pieces in our KS2 Christmas Concert.</p> <p>Playing melodies with chord accompaniments to our peers.</p> <p>Performing our own Ukelele compositions in class to our peers.</p> <p>To rehearse vocal parts and instrumental parts for performance in our Music Festival. (Outside audiences)</p> <p>To perform vocal parts in our Key Stage 2 Musical ‘Star Warts: The Umpire Strikes Back’!</p>	<p><u>Coverage</u></p> <p><u>Autumn 1</u> Harvest Festival Weekly Choir Rehearsals</p> <p><u>Autumn 2</u> Class Performances Weekly Choir Rehearsals Christmas Concert (KS2)</p> <p><u>Spring 1 & Spring 2</u> Playing melodies and accompaniments in class.</p> <p><u>Summer 1</u> Performing our own Compositions to peers.</p> <p><u>Summer 2</u> Music Festival KS2 Show</p>	<p style="text-align: center;"><u>Vocabulary</u></p> <p>A wide range of lyric and religious text</p>
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Composition	To write melodies on open strings for performance.	<u>Coverage</u> <u>Summer 1</u> Writing our own melodies for Ukelele.	<u>Vocabulary</u>
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Year 5 Progression of Skills and Vocabulary in Music

Year 5	<p><u>KS2 Music</u></p> <p>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, listen to and perform music.</p> <p>Pupils will 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> <p>Pupils will 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 ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate a range of high-quality live and recorded music drawn from different traditions and from composers and musicians ♣ begin to develop an understanding of the history of music. 		
Singing	<p>Year 5 will continue to be part of our KS2 Choir which rehearse every week.</p> <p>To learn more complex songs.</p> <p>To learn a variety of parts and harmonies.</p> <p>To learn religious text in our weekly Hymn Practice.</p> <p>To learn to sing the ‘Mass’ for our half-termly School Mass at All Saints Parish Church.</p> <p>To sing for a range of performances and audiences.</p> <p>To learn to sing with increasing control, understanding dynamics and keeping to my own part when singing as a choir.</p> <p>To learn vocal and speaking parts to our Summer Production ‘Star Wars...The Umpire Strikes Back’.</p>	<p><u>Coverage</u> <u>Autumn1 – Summer</u> <u>2</u></p> <p><u>(Across the whole year)</u></p>	<p><u>Vocabulary</u></p> <p>A wide range of lyrics and religious text.</p> <p>Crescendo, diminuendo, tempo, ritardando, acclerando, piano, forte.</p>

Listening	<p>To listen to a range of musical genres covering our composer of the half-term. (To include: Mozart, Edward Elgar, Hans Zimmer, John Williams, Andrew Lloyd-Webber, Gustav Holst, Beethoven.)</p> <p>To learn new vocabulary in a vast range of lyrics. To learn to pronounce words correctly. To listen to performances from peers in class. To listen to performances from other Year groups and different instruments in our various concerts/performances.</p>	<p><u>Coverage</u></p> <p><u>Autumn 1-Summer 2</u> Composer of the half-term across the whole year Autumn1-Summer2</p>	<p><u>Vocabulary</u></p> <p>A vast amount of song lyrics and religious text. Names of composers.</p>
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Reading and Playing Music	<p>To begin looking at the keyboard and identifying its many features. To experiment with sounds and features of the keyboard.</p> <p>To learn to position the fingers of the right hand correctly on the keys. To practise simple exercises using correct finger positions in C. To learn to repeat simple patterns of melody on the keyboard. To learn to play a simple 4 bar melody in C.</p> <p>To learn to play Jingle Bells on the keyboard using the correct finger positions. To practise pieces for our Christmas Concert.</p> <p>To learn how to play in C and G positions on the keyboard using the correct finger positions.</p> <p>To learn to play a melody written in C & G positions observing the correct finger positions. To learn to play a duet in C and G Positions.</p> <p>To identify # and <i>b</i> on the keyboard.</p> <p>To learn to play 'Hot Cross Buns' as a duet on the keyboard.</p> <p>To recall the meaning of 'Octave' and play them on the keyboard.</p> <p>To learn the meaning of the word 'Triad' and learn to play Triads of C, G, and F.</p> <p>To learn melodies with Triad accompaniment. To play duets/solos using a combination of melody and Triads.</p>	<p><u>Coverage</u> <u>Autumn1</u> Introducing the Keyboard!</p> <p><u>Autumn 2</u> Christmas Melodies on the Keyboard</p> <p><u>Spring 1</u> Two Part Playing in C and G</p> <p><u>Spring 2</u> Easter Solo's and Duets</p> <p><u>Summer 1</u> Octaves, Triads and Chords</p>	<p style="text-align: center;"><u>Vocabulary</u></p> <p>Functions of the keyboard to include: Song, style, tempo, tap, auto fill, numerous rhythms and instrumental sounds.</p> <p>Sharps, flat.</p> <p>Triad</p>
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	<p>To learn to play a variety of pieces for performance in our Summer Music Festival. To use Octaves, Triads, Chords and sharps and flats in our playing.</p> <p>To experiment with our own simple melody writing in C or G.</p>	<p><u>Summer 2</u> We Are Performers!</p>	
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Performing	<p>To learn and perform a variety of religious and seasonal song for our Harvest Festival.</p> <p>To learn a variety of songs and Carols for Church Christmas Services and KS2 Christmas Concert.</p> <p>To perform at The Mayor’s Christmas Carol Service in Church. To take part in the Christmas Lights Ceremony in the Town Square To play keyboard solo’s in our Christmas Concert.</p> <p>Playing melodies and duets to our peers.</p> <p>Performing ‘Hot Cross Buns’ in class to our peers.</p> <p>To rehearse vocal parts and instrumental parts for performance in our Music Festival. (Outside audiences)</p>	<p><u>Coverage</u> <u>Autumn 1</u> Harvest Festival Weekly Choir Rehearsals</p> <p><u>Autumn 2</u> Class Performances Weekly Choir Rehearsals Christmas Concert (KS2)</p> <p><u>Spring 1</u> Two Part Playing in C and G</p>	<p><u>Vocabulary</u></p>
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	To perform vocal parts in our Key Stage 2 Musical 'Star Wars: The Empire Strikes Back'!		
Composition	To experiment with simple melody writing for the keyboard in C	<u>Coverage</u> <u>Summer 2</u> <u>We Are Performers!</u>	<u>Vocabulary</u>

Year 6 Progression of Skills and Vocabulary in Music

KS2 Music

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, listen to and perform music.

Pupils will 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

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

Pupils will be taught to:

- ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- ♣ listen with attention to detail and recall sounds with increasing aural memory
 - ♣ use and understand staff and other musical notations
- ♣ appreciate a range of high-quality live and recorded music drawn from different traditions and from composers and musicians
- ♣ begin to develop an understanding of the history of music.

Year 6

5	<p>Year 6 will continue to be part of our KS2 Choir which rehearse every week.</p> <p>To learn more complex songs.</p> <p>To learn a variety of parts and harmonies.</p> <p>To learn religious text in our weekly Hymn Practice.</p> <p>To learn to sing the ‘Mass’ for our half-termly School Mass at All Saints Parish Church.</p> <p>To sing for a range of performances and audiences.</p> <p>To learn to sing with increasing control, understanding dynamics and keeping to my own part when singing as a choir.</p> <p>To learn vocal and speaking parts to our Summer Production ‘Star Wars...The Umpire Strikes Back’.</p>	<p><u>Coverage</u></p> <p><u>Autumn1 – Summer</u></p> <p><u>2</u></p> <p><u>(Across the whole year)</u></p>	<p><u>Vocabulary</u></p> <p>A wide range of lyrics and religious text.</p> <p>Crescendo, diminuendo, tempo, ritardando, acclerando, piano, forte.</p>
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<p style="text-align: center;">Listening</p>	<p>To listen to a range of musical genres covering our composer of the half-term. (To include: Mozart, Edward Elgar, Hans Zimmer, John Williams, Andrew Lloyd-Webber, Gustav Holst, Beethoven.)</p> <p>To learn new vocabulary in a vast range of lyrics. To learn to pronounce words correctly. To listen to performances from peers in class. To listen to performances from other Year groups and different instruments in our various concerts/performances.</p>	<p><u>Coverage.</u> <u>Autumn 1-Summer 2</u> Composer of the half-term across the whole year Autumn1-Summer2</p>	<p style="text-align: center;"><u>Vocabulary</u></p> <p>A wide range of lyrics and religious text. Crescendo, diminuendo, tempo, ritardando, acclerando, piano, forte.</p>
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Reading and Playing Music	<p> To learn to read Music in the Bass Clef. To read and play Music in the Bass Clef To begin to play music on the keyboard with left and right hands To co-ordinate left and right hands using correct finger positions </p> <p> To learn to play melodies and accompaniments on the keyboard for Christmas. (Carols, Jingle Bells in 2 clefs etc) To learn to play in Contrary Motion </p> <p> To learn the Structure of a Major Scale. To identify the sharps and flats belonging to a major scale. </p> <p> To write a melody line to the lyrics of Hot Cross Buns within a given structure. To add an optional accompaniment ...moving, triads or chords. To perform our compositions to our peers in class. </p> <p> To write a piece for keyboard with a given structure. To write a piece for keyboard without a given structure. To add accompaniment to a composition. (optional) To be able to write our composition on manuscript using the correct musical language and terms. </p> <p> To perform our own Compositions in class To practise our compositions for performance in the Summer Music Festival </p>	<p> <u>Coverage</u> <u>Autumn 1</u> Reading Music In the Bass Clef </p> <p> <u>Autumn 2</u> Christmas melodies on the Keyboard </p> <p> <u>Spring 1</u> Scales and Chords! Sharps and Flats! </p> <p> <u>Spring 2</u> </p> <p> <u>Music for Easter!</u> </p> <p> <u>Summer 1</u> Learning to Compose ! </p> <p> <u>Summer 2</u> We Are Composers and Performers </p>	<p> <u>Vocabulary</u> </p> <p> Bass Clef Mnemonic: Green Busses Drive Fast Always Fat Alligators Can't Eat Ginger Biscuits (in order to learn note names in the bass clef) </p> <p> Contrary Motion </p> <p> Structure of a major scale Tone/semitone Accidentals </p> <p> Binary Form, Ternary Form, 1st Time Bar, 2nd Time Bar </p>
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Performing	<p>To learn and perform a variety of religious and seasonal song for our Harvest Festival.</p> <p>To learn a variety of songs and Carols for Church Christmas Services and KS2 Christmas Concert.</p> <p>To perform at The Mayor’s Christmas Carol Service in Church. To take part in the Christmas Lights Ceremony in the Town Square To play keyboard solo’s in our Christmas Concert.</p> <p>Playing melodies and duets to our peers.</p> <p>Performing our composition of ‘Hot Cross Buns’ in class to our peers.</p>	<p><u>Coverage</u></p> <p><u>Coverage</u> <u>Autumn 1</u> Harvest Festival Weekly Choir Rehearsals</p> <p><u>Autumn 2</u> Class Performances Weekly Choir Rehearsals Christmas Concert (KS2)</p> <p><u>Spring 1</u></p> <p><u>Spring 2</u> <u>Performing our</u> <u>compositions in</u> <u>class.</u></p>	<p><u>Vocabulary</u></p>

	<p>To rehearse vocal parts and instrumental parts for performance in our Music Festival. (Outside audiences)</p> <p>To perform vocal parts in our Key Stage 2 Musical 'Star Wars: The Empire Strikes Back'!</p>	<p><u>Summer 2</u> <u>We Are Composers and Performers.</u></p>	
Composition	<p>To write a melody line to the lyrics of Hot Cross Buns within a given structure. To add an optional accompaniment ...moving, triads or chords. To perform our compositions to our peers in class.</p> <p>To write a piece for keyboard with a given structure. To write a piece for keyboard without a given structure. To add accompaniment to a composition. (optional) To be able to write our composition on manuscript using the correct musical language and terms.</p> <p>To perform our own Compositions in class To perform our own compositions in the Summer Music Festival 2024</p>	<p><u>Coverage</u> <u>Spring 2</u></p> <p><u>Music for Easter!</u></p> <p><u>Summer 1</u> <u>Learning to Compose !</u></p> <p><u>Summer 2</u> <u>We Are Composers and Performers</u></p>	<p><u>Vocabulary</u></p>