



Each unit from Charanga includes skill development in: Performing (singing and instruments), Improvising and Composing. These units also build knowledge in relation to the musical elements: pitch, duration, tempo, dynamics, timbre, texture, structure and appropriate musical notations.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Listening and appraising genres (all year groups)	Pop Music	Theatre Music	Music to dance to	Music around the world	Western Classical Music	Film music
EYFS						
Year 1	Introducing Beat How can we make friends when we sing together?	Adding rhythm & pitch How does music tell stories about the past?	Introducing tempo & dynamics How does music make the world a better place?	Combining pulse, rhythm and pitch How does music help us to understand our neighbours?	Having fun with improvisation What songs can we sing to help us through the day?	Explore sound and create a story How does music teach us about looking after our planet?
Year 2	Exploring simple patterns How does music help us to make friends?	Focus on Dynamics & Tempo How does music teach us about the past?	Exploring feelings through music How does music make the world a better place?	Inventing a musical story How does music teach us about our neighbourhood?	Music that makes you dance How does music make us happy?	Exploring improvisation How does music teach us about looking after our planet?
Year 3	Developing notation skills How does music bring us closer together?	Enjoying improvisation What stories does music tell us about the past?	Composing using your imagination How does music make the world a better place?	Sharing musical experiences How does music help us get to know our community?	Learning more about musical styles How does music make a difference to us every day?	Recognising different sounds How does music connect us with our past?
Year 4	<i>Maestros: Violin or Cello</i>	<i>Maestros: Violin or Cello</i>	<i>Maestros: Violin or Cello</i>	<i>Maestros: Violin or Cello</i>	<i>Maestros: Violin or Cello</i>	<i>Maestros: Violin or Cello</i>
Year 5	Getting started with music tech How does music bring us together?	Emotions & musical styles How does music connect us with our past?	Exploring key & time signatures How does music improve our world?	Introducing chords How does music teach us about our community?	Words, meaning and expression How does music shape our way of life?	Identifying important musical elements How does music connect us with the environment?
Year 6	Developing melodic phrases How does music bring us together?	Understanding structure & form How does music connect us with our past?	Gaining confidence through performance How does music improve our world?	Exploring notation further How does music teach us about our community?	Using chords and structure How does music shape our way of life?	Respecting each other through composition How does music connect us with the environment?



South Lake Primary School - Progression of learning - Music

	Understanding music	Singing	Notation	Playing instruments	Performing	Improvising	Composing
EYFS	<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Listen attentively, move to and talk about music.</p>	<p>Sing 1 or 2 songs</p> <p>Sing a selection of songs</p> <p>Sing a large repertoire of songs.</p>	<p>Tapping out simple repeated rhythms.</p>		<p>Know some rhymes.</p> <p>Learn rhymes, poems and songs.</p> <p>Learn nursery rhymes by heart and perform chosen ones to their peers.</p> <p>Explore and engage in music making and dance, performing solo and in groups.</p> <p>Build up a repertoire of songs and dances.</p>		
Year 1	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, G major and A minor.</p> <p>Find and keep a steady beat together.</p> <p>Understand the difference between creating a rhythm pattern and a pitch pattern.</p> <p>Copy back simple rhythmic patterns using long and short.</p> <p>Copy back simple melodic patterns using high and low.</p> <p>Complete vocal warm-ups with a copy back option to use Solfa.</p>	<p>Sing, rap, rhyme, chant and use spoken word.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory.</p> <p>Copy back intervals of an octave and fifth (high, low).</p> <p>Sing in unison.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C, D, E, F, G F, G, A G, B, D D, E, F#, G, A D, A, C</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor.</p>	<p>Enjoy and have fun performing.</p> <p>Choose a song/songs to perform to a well-known audience.</p> <p>Prepare a song to perform.</p> <p>Communicate the meaning of the song.</p> <p>Add actions to the song.</p> <p>Play some simple instrumental parts.</p>	<p>Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G</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>Explore and create graphic scores:</p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Create a story, choosing and playing classroom instruments and/or soundmakers.</p> <p>Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Use simple notation if appropriate:</p> <p>Create a simple melody using crotchets and minims:</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F</p> <p>D, F D, F, G D, F, G, A D, F, G, A, C Start and end on the note D</p>



South Lake Primary School - Progression of learning - Music

	Understanding music	Singing	Notation	Playing instruments	Performing	Improvising	Composing
Year 2	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major A minor.</p> <p>Find and keep a steady beat.</p> <p>Copy back simple rhythmic patterns us long and short.</p> <p>Copy back simple melodic patterns usi high and low.</p> <p>Complete vocal warm-ups with a copy option to use Solfa.</p> <p>Sing short phrases independently.</p>	<p>Sing as part of a choir.</p> <p>Demonstrate good singing posture.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing to communicate the meaning of the words.</p> <p>Sing in unison and sometimes in parts, and with more pitching accuracy.</p> <p>Understand and follow the leader or conductor.</p> <p>Add actions to a song.</p> <p>Move confidently to a steady beat.</p> <p>Talk about feelings created by the music/song.</p> <p>Recognise some band and orchestral instruments.</p> <p>Describe tempo as fast or slow. Join in sections of the song, eg chorus.</p> <p>Begin to understand where the music fits in the world.</p> <p>Begin to talk about and understand the style of the music.</p> <p>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations of: C, D, E, F, G, A, B G, A, B, C, D, E, F# F, G, A, B ♭, C, D, E A, B, C, D, E</p> <p>Identify hand signals as notation, and recognise music notation on a staff of five lines.</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Talk about the difference between rehearsing a song and performing it.</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, G, A G, A, B F, G, A</p> <p>Work with a partner 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>Explore and create graphic scores:</p> <p>Create musical sound effects and short sequences of sounds in response to music and video stimulus.</p> <p>Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p> <p>Create a story, choosing and playing classroom instruments.</p> <p>Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Use notation if appropriate:</p> <p>Create a simple melody using crotchets and minims:</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)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p> <p>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>



South Lake Primary School - Progression of learning - Music

	Understanding music	Singing	Notation	Playing instruments	Performing	Improvising	Composing
Year 3	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major and A minor.</p> <p>In the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Find and keep a steady beat.</p> <p>Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C</p>	<p>Sing as part of a choir.</p> <p>Sing a widening range of unison songs, of varying styles and structures.</p> <p>Demonstrate good singing posture.</p> <p>Perform actions confidently and in time to a range of action songs.</p> <p>Sing songs from memory and/or from notation.</p> <p>Sing with awareness of following the beat.</p> <p>Sing with attention to clear diction.</p> <p>Sing expressively, with attention to the meaning of the words.</p> <p>Sing in unison.</p> <p>Understand and follow the leader or conductor.</p> <p>Copy back simple melodic phrases using the voice.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B ♭, C G, A, B, C, D, E E, F♯, G♯, A, B</p> <p>Read and respond to semibreves, minims, crotchets and paired quavers.</p> <p>Identify: • Staff • Treble clef • Time signature • Lines and spaces on the staff</p> <p>Identify and understand the differences between crotchets and paired quavers.</p> <p>Apply spoken word to rhythms, understanding how to link each syllable to one musical note.</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.</p> <p>Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.</p>	<p>Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.</p> <p>Talk about what the song means and why it was chosen to share.</p> <p>Reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment.</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D</p> <p>Become more skilled in improvising (using voices, tuned and untuned percussion, and instruments played in whole-class/group/individual/instrumental teaching) inventing short 'on-the-spot' responses using a limited note-range.</p> <p>Compose over a simple groove.</p> <p>Compose over a drone.</p> <p>Structure musical ideas (eg using echo or 'Question and Answer' phrases) to create music that has a beginning, middle and end.</p>	<p>Create music and/or sound effects in response to music and video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Compose over a simple chord progression.</p> <p>Compose over a simple groove.</p> <p>Compose over a drone.</p> <p>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>Use simple dynamics.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Create a simple melody using crotchets, minims and 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)</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)</p> <p>F, G F, G, A F, G, A, B ♭ F, G, A, B ♭, C Start and end on the note F (F major)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>



South Lake Primary School - Progression of learning - Music

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Year 4	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, F major, C major and A minor.</p> <p>In the time signatures of: 2/4, 3/4 and 4/4.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and the rests, by ear or from notation.</p> <p>Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in different time signatures: 2/4, 3/4 and 4/4.</p> <p>Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.</p> <p>Demonstrate good singing posture.</p> <p>Demonstrate vowel sounds, blended sounds and consonants.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to staccato and legato.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk about how the songs and their styles connect to the world.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B ♭, C G, A, B, C, D, E, F♯ D, E, F♯, G, A, B, C</p> <p>Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.</p> <p>Identify:</p> <ul style="list-style-type: none">• Stave• Treble clef• Time signature <p>Identify and understand the differences between minims, crotchets, paired quavers and rests.</p> <p>Read and perform pitch notation within a range.</p> <p>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</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 D major.</p>	<p>Rehearse and enjoy the opportunity to share what has been learned in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Communicate the meaning of the words and articulate them clearly.</p> <p>Use the structure of the song to communicate its mood and meaning in the performance.</p> <p>Talk about what the rehearsal and performance has taught the student.</p> <p>Understand how the individual fits within the larger group ensemble.</p> <p>Reflect on the performance and how well it suited the occasion.</p> <p>Discuss and respond to any feedback; consider how future performances might be different.</p>	<p>Rehearse and enjoy the opportunity to share what has been learned in the lessons.</p> <p>Perform, with confidence, a song from memory or using notation.</p> <p>Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>Communicate the meaning of the words and articulate them clearly.</p> <p>Use the structure of the song to communicate its mood and meaning in the performance.</p> <p>Talk about what the rehearsal and performance has taught the student.</p> <p>Understand how the individual fits within the larger group ensemble.</p> <p>Reflect on the performance and how well it suited the occasion.</p> <p>Discuss and respond to any feedback; consider how future performances might be different.</p>	<p>Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F♯, A, B D, E, F, G, A</p> <p>Improvise on a limited range of pitches on the instrument you are now learning, making use of musical features, including smooth (legato) and detached (staccato) articulation.</p> <p>Improvise over a simple chord progression.</p> <p>Improvise over a groove.</p>	<p>Combine known rhythmic notation with letter names, to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.</p> <p>Compose over a simple chord progression.</p> <p>Compose over a groove.</p> <p>Create music in response to music and video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>Use simple dynamics.</p> <p>Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>Create a melody using crotchets, minims, 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)</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)</p> <p>A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor)</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>



South Lake Primary School - Progression of learning - Music

	Understanding music	Singing	Notation	Playing instruments	Performing	Improvising	Composing
Year 5	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major, F major and A minor.</p> <p>In the time signatures of: 2/4, 3/4, 4/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, dotted quavers, triplet quavers, semiquavers and their rests, or from notation.</p> <p>Copy back melodic patterns using the notes:</p> <p>C, D, E</p> <p>C, D, E, F, G, A, B</p> <p>D, E, F♯, G, A</p> <p>A, B, C, D, E, F♯, G</p> <p>F, G, A, B♭, C, D, E</p> <p>G, A, B, C, D, E, F♯</p>	<p>Rehearse and learn songs from memory and/or with notation.</p> <p>Sing in 2/4, 3/4, 4/4 and 6/8 time.</p> <p>Sing in unison and parts, and as part of a smaller group.</p> <p>Sing 'on pitch' and 'in time'.</p> <p>Sing a second part in a song.</p> <p>Self-correct if lost or out of time.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Develop confidence as a soloist.</p> <p>Talk about the different styles of singing used for different styles of song.</p> <p>Talk confidently about how connected you feel to the music and how it connects in the world.</p> <p>Respond to a leader or conductor.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of:</p> <p>C, D, E, F, G, A, B</p> <p>F, G, A, B♭, C, D, E</p> <p>G, A, B, C, D, E, F♯</p> <p>C, G, A♭, B♭</p> <p>G, G♯, A, B♭, C</p> <p>D, E, F, G, A, B, C</p> <p>E♭, F, G, A♭, B♭, C, D♭</p> <p>Identify:</p> <ul style="list-style-type: none">• Stave• Treble clef• Time signature <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>Recognise how notes are grouped when notated.</p> <p>Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</p> <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> <p>Read and perform pitch notation within an octave (eg C–C'/do–do).</p>	<p>Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, E♭ major, C minor and D minor.</p> <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the middle C–C'/do–do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.</p>	<p>Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.</p> <p>Perhaps perform in smaller groups, as well as the whole class.</p> <p>Perform a range of repertoire pieces and arrangements combining acoustic instruments, to form mixed ensembles, including a school orchestra.</p> <p>Perform from memory or with notation, with confidence and accuracy.</p> <p>Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.</p> <p>Explain why the song was chosen, including its composer and the historical and cultural context of the song.</p> <p>A student leads part of the rehearsal and part of the performance.</p> <p>Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.</p> <p>Discuss and talk musically about the strengths and weaknesses of a performance.</p> <p>Collect feedback from the audience and reflect how future performances might be different.</p>	<p>Explore improvisation within a major scale, using the notes:</p> <p>C, D, E♭, F, G</p> <p>C, D, E, F, G</p> <p>C, D, E, G, A</p> <p>F, G, A, B♭, C</p> <p>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>Compose song accompaniments, perhaps using basic chords.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Use full scales in different keys.</p> <p>Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p> <p>F, G</p> <p>F, G, A</p> <p>F, G, A, B♭</p> <p>F, G, A, B♭, C</p> <p>Start and end on the note F (F major)</p> <p>G, A</p> <p>G, A, B</p> <p>G, A, B, C</p> <p>G, A, B, C, D</p> <p>Start and end on the note G (G major)</p> <p>G, A</p> <p>G, A, B</p> <p>G, A, B, D</p> <p>G, A, B, D, E</p> <p>Start and end on the note G (Pentatonic on G)</p> <p>D, E</p> <p>D, E, F</p> <p>D, E, F, G</p> <p>D, E, F, G, A</p> <p>Start and end on the note D (D minor)</p> <p>E♭, F</p> <p>E♭, F, G</p> <p>E♭, F, G, B♭</p> <p>E♭, F, G, B♭, C</p> <p>Start and end on the note E♭ (E♭ major)</p>	<p>Create music in response to music and video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form).</p> <p>Use chords to compose music to evoke a specific atmosphere, mood or environment.</p> <p>Use simple dynamics.</p> <p>Use rhythmic variety.</p> <p>Compose song accompaniments, perhaps using basic chords.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Use full scales in different keys.</p> <p>Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality:</p> <p>F, G</p> <p>F, G, A</p> <p>F, G, A, B♭</p> <p>F, G, A, B♭, C</p> <p>Start and end on the note F (F major)</p> <p>G, A</p> <p>G, A, B</p> <p>G, A, B, C</p> <p>G, A, B, C, D</p> <p>Start and end on the note G (G major)</p> <p>G, A</p> <p>G, A, B</p> <p>G, A, B, D</p> <p>G, A, B, D, E</p> <p>Start and end on the note G (Pentatonic on G)</p> <p>D, E</p> <p>D, E, F</p> <p>D, E, F, G</p> <p>D, E, F, G, A</p> <p>Start and end on the note D (D minor)</p> <p>E♭, F</p> <p>E♭, F, G</p> <p>E♭, F, G, B♭</p> <p>E♭, F, G, B♭, C</p> <p>Start and end on the note E♭ (E♭ major)</p>



South Lake Primary School - Progression of learning - Music

	Understanding music	Singing	Notation	Playing instruments	Performing	Improvising	Composing
Year 6	<p>Use body percussion, instruments and voices.</p> <p>In the key centres of: C major, G major, D major, A minor and D minor.</p> <p>In the time signatures of: 2/4, 3/4, 4/4, 5/4 and 6/8.</p> <p>Find and keep a steady beat.</p> <p>Listen and copy rhythmic patterns made minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.</p> <p>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>Rehearse and learn songs from memory and/or with notation.</p> <p>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.</p> <p>Continue to sing in parts where appropriate.</p> <p>Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.</p> <p>Sing with and without an accompaniment.</p> <p>Sing syncopated melodic patterns.</p> <p>Demonstrate and maintain good posture and breath control whilst singing.</p> <p>Sing expressively, with attention to breathing and phrasing.</p> <p>Sing expressively, with attention to dynamics and articulation.</p> <p>Lead a singing rehearsal.</p> <p>Talk about the different styles of singing used for the different styles of songs sung in this year.</p> <p>Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.</p>	<p>Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.</p> <p>Explore standard notation, using dotted semibreves, dotted minims, minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, B ♭, C, D, E F, G, A, B ♭, C, D, E ♭ G, A, B ♭, C, D, E, F G, A, B, C, D, E, F# D, E, F, G, A D, E, F#, A, B, C# E, F#, G, G#, A, B, C, C# E ♭, F, G, A ♭, B ♭, C, D</p> <p>Identify:</p> <ul style="list-style-type: none">• Stave• Treble clef• Time signature <p>Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.</p> <p>Recognise how notes are grouped when notated.</p> <p>Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.</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, E ♭ major, D minor and F minor.</p> <p>Play a melody following staff notation written on one stave and using notes within an octave range (do-do); make decisions about dynamic range, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).</p>	<p>Create, rehearse and present a holistic performance for a specific event, for an unknown audience.</p> <p>Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.</p> <p>Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.</p> <p>Perform from memory or with notation.</p> <p>Understand the value of choreographing any aspect of a performance.</p> <p>A student or a group of students rehearse and lead parts of the performance.</p> <p>Understand the importance of the performing space and how to use it.</p> <p>Record the performance and compare it to a previous performance.</p> <p>Collect feedback from the audience and reflect how the audience believed in the performance.</p> <p>Discuss how the performance might change if it was repeated in a larger/smaller performance space.</p>	<p>Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, B ♭, C, D G, A, B, C, D F, G, A, C, D</p> <p>Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.</p>	<p>Plan and compose an 8 or 16-beat melodic phrase, using the 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. Note this melody.</p> <p>Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.</p> <p>Create a simple chord progression.</p> <p>Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.</p> <p>Create music in response to music and video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Start to use structures within compositions, eg introduction, multiple verse and chorus sections, AB form or ABA form (ternary form). Use simple dynamics.</p> <p>Use rhythmic variety.</p> <p>Compose song accompaniments, perhaps using basic chords.</p> <p>Use a wider range of dynamics, including fortissimo (very loud), pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).</p> <p>Use full scales in different keys.</p> <p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and 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)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)</p> <p>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> <p>F, G F, G, A ♭ F, G, A ♭, B ♭ F, G, A ♭, B ♭, C Start and end on the note F (F minor)</p>

