

Whole School Progression and Sequencing Chart

	EYFS	Year 1	Year 2	Year 3
<p>Musicianship: Rhythm (supported by composition, notation & instruments) *hierarchical sequencing</p>	<p>SKILLS:</p> <ul style="list-style-type: none"> Exploring the physical components of rhythm pulse and how they relate to the body Pulse in every day speech <p>Casual relationship to a communal pulse and unison rhythms.</p> <p>Rhythm on musical instruments</p> <p>Dance</p> <p>Rhythmic changes (My dog is a good dog)</p> <p>KNOWLEDGE:</p> <p>"Every song has a heart beat just like we do. When we are sleepy it goes slow and when we are excited it goes fast"</p>	<p>SKILLS:</p> <ul style="list-style-type: none"> Develop a strong sense of communal pulse to sing in rhythmic unison as a class recognise and repeat specific rhythms compose specific rhythms made from the rhythms of words natural <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> "Pulse is the heart beat of a piece of music. It is regular" "Rhythms are the things that go on top of the beat. They can change. They can sound like chanting words." 	<p>SKILLS:</p> <ul style="list-style-type: none"> Apply rhythmic skills to play Ukulele music as an ensemble with clarity of pulse, rhythm and repetition. Increased clarity of singing more complex rhythms Increased confidence as a class divided into two singing different rhythms. Use rhythms of words in song writing to create music. <p>KNOWLEDGE:</p> <p>"Musical come from the rhythms of words"</p>	<p>SKILLS:</p> <ul style="list-style-type: none"> Learn to sing read, compose, play, clap notated rhythms in simple and complex times signatures. 3/4, 4/4, 5/4/, /6/4, 7/4 quavers and crotchets, minims, triplets, dotted crotchet & quavers, rests learn to arrange and compose rhythms in different orders on the board <p>KNOWLEDGE:</p> <p>"I can recognise the musical notation and sing the right rhythm"</p>
<p>Musicianship: Melody (supported by composition, notation & instruments) *hierarchical sequencing</p>	<p>SKILLS:</p> <ul style="list-style-type: none"> Internalise musical shapes 1,2,3 and 3,5,6 by singing songs with these shapes. Use body signs for each note: eg: head, shoulders, knees. <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> high, low. 	<p>SKILLS:</p> <ul style="list-style-type: none"> To sing in numbers. Jumping Solfege/numbers with hand signs. Scale degrees 1,2,3,4,5 Learn to recognise the tonic as the centre of gravity. Alter the 3rd degree of the scale to create major and minor sounds. Composed by jumping and then recorded on staff notation. <p>KNOWLEDGE: "1" is the centre of gravity all the other numbers are pulled towards "1". Three is Major bright sounds. Thrar is minor darker sound. Composing = decisions.</p>	<p>SKILLS:</p> <ul style="list-style-type: none"> Jumping Solfege/numbers with hand signs and compose. Pentatonic scale. 1,2,3, 5, 6 of the scale Scale degrees 1,2,3,4,5,6,7 of the scale. Notate degrees on staff 1,2,3 composed by jumping and then recorded on staff notation in a number of keys (concept of the musical stave being taught - not key signatures) <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> Scale has 7 notes. Pentatonic has 5 notes. Three is Major bright sounds. Thrar is minor darker sound. Composing = decisions. How to read the simple ups and downs of a musical stave 	<p>SKILLS:</p> <ul style="list-style-type: none"> Jumping Solfege/numbers with hand signs. Scale degrees 1,2,3,4,5,6,7 Sing the bass notes/ triads of cadences Perfect Interrupted Plagal <p>KNOWLEDGE:</p> <p>-cadence = ending of a musical phrase</p>
<p>Playing an instrument (supported by composition and musicianship) *mainly hierarchical sequencing</p>	<p><u>Assorted games/ songs with instruments</u></p> <p>SKILLS:</p> <ul style="list-style-type: none"> enjoying playing begin improvise on a musical instrument follow simple instructions: fast, slow, stop, start, quiet, loud keep a steady pulse with some accuracy learn to express abstract feelings through instrumental sound <p>KNOWLEDGE: to make music is to express</p>	<p><u>Abstract sounds and the environment</u></p> <p>SKILLS:</p> <ul style="list-style-type: none"> learn to represent sound scape sounds on musical instruments. learn to compose in abstract sounds keep a steady pulse with increasing accuracy follow simple instructions: fast, slow, stop, start, quiet, loud. <p>KNOWLEDGE: Soundscape. Compose is to create music.</p>	<p><u>Group improvisation focus with instruments</u></p> <p>SKILLS:</p> <ul style="list-style-type: none"> learn to lead, make up ideas on the spot learn to follow learn to associate silent hand signs with music instruction learn to order musical material <p>KNOWLEDGE: Lead. Follow. Improvise. Conduct. Create sounds on instrument.</p> <p><u>Introduction of Ukulele.</u></p> <p>SKILLS:</p> <ul style="list-style-type: none"> Can play a rhythmic pulse and riff with increasing accuracy Can begin to play as an ensemble Can begin to understand the function of chord progression. <p>KNOWLEDGE: Chord sequence. Tune. Posture</p>	<p><u>Rhythms focus</u></p> <p>SKILLS:</p> <ul style="list-style-type: none"> develop a clarity of rhythmic intent that can be played on 1.) body percussion 2.) drum sticks on the floor, and 3.) non-pitched percussion instruments. learn to read notation, sing and then play notated rhythms with increasing accuracy <p>KNOWLEDGE:</p> <p>read and write Rhythmic elements through musical notation. " Beat, Bestand, bestaanda, evenly, Long, rest."</p> <p><u>Sound scapes and field recordings</u></p> <p>Learn to amplify the sounds we hear around us by representing them on musical instruments.</p> <p>KNOWLEDGE: Timbre, sound</p>

Strands of Learning	Listening and Historical context.	Composing and Improvising.	Singing and Performing	
	<p>SKILLS:</p> <ul style="list-style-type: none"> Learn to listen to music in a detailed manner Story telling through music Story telling with music Learn to respond to music creatively Leading and following roles in songs Introduction to music pitch shapes as well as abstract and "noise sounds" as material that can be used in composition. Learn to invent / choreography abstract musical sounds, musical instruments tuned and untended percussion <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> "Music makes us imagine things" "we can create music" Music is meaning 	<p>SKILLS:</p> <ul style="list-style-type: none"> To make original ideas from words and music. Learning how to be creative with lyrics, rhythms and melody Learning how to create "in the moment" Learn to construct songs Engage with music from diverse people, places and ideas How music with out words <p>KNOWLEDGE:</p> <p>Compose = Create music</p> <p>Improvise = create music really quickly</p> <p>Music makes us imagine and feel all kind of things.</p> <p>"I can compose music by Jumping"</p> <p>"We can make Music from words and short sentences"</p> <p>"Being inspired by the the environment can help us make music."</p> <p>"Being inspired by "Joy" and other feelings can help us make music."</p> <p>Engage with following composers (dates not learned):</p> <p>Fela Sowarde 1905.</p> <p>Ludvig Van Beethoven 1770</p> <p>Kate Whitley 1989</p> <p>Stevie Wonder 1950</p>	<p>SKILLS:</p> <ul style="list-style-type: none"> Explore improvisation as a leader and as a whole class associate silent hand gestures with musical instructions learn to lead learn to follow explore improvising - ("composing very quickly) Engage with music from diverse people, places and ideas how to construct songs for the stage (opera), in a dramatic context applying create knowledge on to an instrument Ukulele. <p>KNOWLEDGE:</p> <p>Improvisation - creating (composing) music very quickly.</p> <p>"Opera - is singing in a play where the music is extra important"</p> <p>"I can compose music by writing opera songs"</p> <p>Engage with following composers (dates not learned):</p> <p>Lilian Hardin Armstrong</p> <p>Sun Ra 1914</p> <p>Mozart 1756</p> <p>Judith Weir 1954</p> <p>Scott Joplin 1868</p> <p>Alice Coltrane 1937</p>	<p>SKILLS:</p> <ul style="list-style-type: none"> Compose using body percussion, riffs and repetition Think of the creative process including the body as a whole Engage with music from diverse people, places and ideas <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> "Any sound can be music" "Being inspired by the sounds around us can make music." "Being inspired by the history around us ca help us make music." <p>Engage with following composers (dates not learned):</p> <p>Cheryl Leannard c/ 1985</p> <p>Eriolyn Wallen 1958</p> <p>Kerry Andrew 1978</p> <p>Folkton Drums circa 1500 bce.</p> <p>Ravi Shankar 1920</p> <p>Hildegard von Bingen 1098</p>
	<p>SKILLS:</p> <ul style="list-style-type: none"> Explore the voice as an instrument sing as a soloist high, low, different sounds, different meanings of expression. Loud and quiet high, low, motor bike, animals breathing, sitting, standing To perform in front of an audience. <p>KNOWLEDGE:</p> <p>"I can sit up straight, breath with my belly and make a big yawning-like space in my mouth"</p> <p>"I can perform confidently and expressively in public"</p>	<p>SKILLS:</p> <ul style="list-style-type: none"> To sing a single melody song as a class together. Sing with a clear of pitch and rhythm. Start to analyse what we hear to create a unified sound and pitch. To begin singing a simple two part round in two parts <p>KNOWLEDGE:</p> <p>Tune / Melody. Up down.</p> <p>Singing together. Solo.</p> <p>"I can perform confidently and expressively in public"</p>	<p>SKILLS:</p> <ul style="list-style-type: none"> Sing songs in 2 distinct parts. Singing as a choir <p>KNOWLEDGE:</p> <p>"the first part, the second part". Choir</p> <p>"I can perform confidently and expressively in public"</p>	<p>SKILLS:</p> <ul style="list-style-type: none"> Sing songs in 3 distinct parts. Using repetition of musical riffs. Using long notes to create a sense of harmony in the song increasing control of vocal sound <p>KNOWLEDGE:</p> <p>Riff. 3 parts.</p> <p>"I can perform confidently and expressively in public"</p>

		Year 4	Year 5	Year 6
	<p>Musicianship: Rhythm (supported by composition, notation & instruments) *hierarchical sequencing</p>	<p>SKILLS</p> <ul style="list-style-type: none"> Perform rhythmic cells in larger compositional structures (like rounds) perform rhythms in layers in a machine compose riff like rhythms in body percussion engage with complex rhythms (Rite of Spring) Learn the basic rhythms of West African Djembe drumming <p>KNOWLEDGE Body percussion. Rhythm layers. "I can memorise some West African drumming rhythms."</p>	<p>SKILLS:</p> <ul style="list-style-type: none"> Explore abstract rhythms with not pulse exploration of Groove Music. articulate Rhythms on Glockenspiels. Be able to play C jam blues on a glockenspiel with improvised elements and solos. <p>KNOWLEDGE: "Groove music is dance-like repetition" "I can articulate rhythms on a glockenspiel"</p>	<p>SKILLS</p> <ul style="list-style-type: none"> Compose confidently in unsymmetrical time signatures. eg: 7/4, 5/4 3/4 also unusual time signatures like 6/4 increasing clarity of rhythmic element of composition. exploring further the ability to layer rhythms on top of each other sing chords in a constant stream of notes like a motor <p>KNOWLEDGE eg: "A time signature of 7 means there are 7 beats in the cycle. A time signature of 5 means there are 5 beats in the cycle."</p>
	<p>Musicianship: Melody (supported by composition, notation & instruments) *hierarchical sequencing</p>	<p>SKILLS: Sing and recognise all intervals in an octave Notate Scale degrees 1,2,3,4,5,6,7</p> <p>KNOWLEDGE: The order of all 12 intervals in an octave How to read and write all 7 scale degrees in notation</p>	<p>SKILLS: Learn how to alter scale degrees 3, 6 and 7 to create three different scales -major, -harmonic major, - harmonic minor.</p> <p>Learn to read and write flats and sharps on notation</p> <p>KNOWLEDGE: -major, -harmonic major (SIX goes to SOX) - harmonic minor. (THREE goes to THRAR) - flat = note goes down - sharp = note goes up</p>	<p>SKILLS: -Increased ability to compose Solfege (numbers) with -hand signs. Scale Degrees 1,2,3,4,5,6,7. -Sing and recognise all 7 triads in derived from the major-scale and understand their different sounds (major/ minor/ diminished) and the order. - use triads to sing chords of a song.</p> <p>KNOWLEDGE - Triad - Major Triad, Minor Triad, Diminished Triad - Chord</p>
	<p>Playing an instrument (supported by composition and musicianship) *mainly hierarchical sequencing</p>	<p>Djembe class SKILLS: Has a basic understanding of posture and drum technique. Can play as ensemble. Has aural memory of some of the key rhythms and patterns in West-African music. Can improvise on the drum within the style of the music</p> <p>KNOWLEDGE: Call, response, solo, improvisation, beat</p>	<p>Glockenspiel class SKILLS: Has a basic understanding of glockenspiel posture and technique Can begin to transfer learning from the MELODY STRAND and apply it onto the glockenspiel. Can read, write and play notated pitches in a limited range. Can begin to play as an ensemble</p> <p>KNOWLEDGE: Call, response, solo, improvisation, beat, melody</p>	<p>Bells, advanced melodies & unusual time signatures SKILLS: Can use instruments creatively to 1.) play in unsymmetrical time signatures 2.) make creative timbral decisions concerning playing instruments to serve a compositional purpose. KNOWLEDGE: time signature, beats in a bar/ the cycle, unison, turn word rhythms to instrument rhythms</p>

Strands of Learning	Listening and Historical context.			
	<p>Listening and Historical context.</p> <p>&</p> <p>Composing and Improvising. * hierarchical & cumulative sequencing</p>	<p>SKILLS:</p> <ul style="list-style-type: none"> Engage with music from diverse people, places and ideas Incorporate movement and dance into compositions. Think of the creative process including the body as a whole Engage with music inspired by dreams Create music within the tradition of West-African drumming. Use improvisation as a tool to engage with this music. <p>KNOWLEDGE: Call, Response, Solo, Improvisation, Beat. Ballet = Music with dance</p> <ul style="list-style-type: none"> "I can play from memory a few specific West-West-African rhythms" "Being inspired by movement and dance can help us make music." <p>Engage with following composers (dates not learned): Meredith Monk 1942 Anna Meredith 1978 Jelly Roll Morton 1890 Igor Stravinsky 1882 Traditional west-african music.</p>	<p>SKILLS:</p> <ul style="list-style-type: none"> Engage with music from diverse people, places and ideas Can play the tune to C jam Blues on the glockenspiel. Can begin to improvise in small amounts over the top of a blues Associate John Cages 4.33 with Marcel Duchamp "Fountain" <p>KNOWLEDGE:</p> <ul style="list-style-type: none"> "Being inspired by meditation and dance can help us make music." "Being inspired by art can help us make music." "anything can be music" "some music doesn't have any tune or rhythm, its just sound - like an abstract painting is just colour." "Groove music is dance-like repetition" <p>Engage with following composers (dates not learned): Pauline Oliveros 1932 Eliane Radigue 1932 John Cage 1912 Gyuto Monks, trad. Traditional African-American spirituals & folk songs Francesca caccini 1567 Herbie Hancock 1940 Julius Eastman 1940</p>	<p>SKILLS:</p> <ul style="list-style-type: none"> Engage with music from diverse people, places and ideas Compose music in more unusual time signatures. Engage with music made by sampling Be excited/ interested in abstract contemporary music with no words. Develop the technique of creating abstract music phrases from short sentences Explore harmony in song writing <p>KNOWLEDGE: Music Sampling = music composed by pressing buttons that each trigger a short sound/music phrase.</p> <ul style="list-style-type: none"> "I can create music with interesting rhythms by using words as a stimulus." "I can create a chord sequence for a pop song using my Musicianship training." "I can begin to sing the chord sequence to a pop song in numbers." "many songs contain the same 4 chord" <p>Engage with following composers (dates not learned): Anthony Braxton 1978 Queen Latifa 1970 Sappho 630 bce Lady Gaga Tio -cruz. Jesie J Elton John A Ha Katy Perry</p>
	<p>Singing and Performing * hierarchical & cumulative sequencing</p>	<p>SKILLS: Sing songs in 3/4 distinct parts. Sing multiple parts over a strong chord progression. Using long notes to create a sense of harmony in the song</p> <p>Increasing control of vocal sound</p> <p>KNOWLEDGE: "I can perform confidently and expressively in public"</p>	<p>SKILLS: Learning polyphonic part songs in 3 parts with increasing clarity of line. Part songs including strong dissonances.</p> <p>KNOWLEDGE: "I can perform confidently and expressively in public"</p>	<p>SKILLS: Singing Cannons/rounds in 6 or more parts. Singing Cannons as individuals. Internalising an independent sense of musical line. Part songs in 4 parts Homophonic (in rhythmic unison) part songs in 3 parts. Knowledge go harmony/ chords included in the song</p> <p>KNOWLEDGE: Harmony part. Tune.</p> <p>"I can perform confidently and expressively in public"</p>