

Yearly Progression Overview Cycle A

R/1

Listening and responding to different styles of music
Embedding foundations of the interrelated dimensions of music
Learning to sing or sing along with nursery rhymes and action songs
Improvising leading to playing classroom instruments
Share and perform the learning that has taken place



Singing

Knowledge	Skills
<ul style="list-style-type: none">• To sing or rap nursery rhymes and simple songs from memory.• Songs have sections.	<ul style="list-style-type: none">• To sing along with a pre-recorded song and add actions.• To sing along with the backing track.

Share and Perform

Knowledge	Skills
<ul style="list-style-type: none">• A performance is sharing music.	<ul style="list-style-type: none">• Perform any of the nursery rhymes by singing and adding actions or dance.• Perform any nursery rhymes or songs adding a simple instrumental part.• Record the performance to talk about.

2/3

Singing

Knowledge	Skills
<ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices. 	<ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.

Playing

Knowledge	Skills
<ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class. 	<ul style="list-style-type: none"> Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.

4/5

Listen and Appraise

Knowledge	Skills
<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> Some of the style indicators of that song (musical characteristics that give the song its style). The lyrics: what the song is about. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). Identify the main sections of the song (introduction, verse, chorus etc). Name some of the instruments they heard in the song. 	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.

Games

Knowledge	Skills
<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse ● Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse ● Musical Leadership: creating musical ideas for the group to copy or respond to 	<p>Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes:</p> <ol style="list-style-type: none"> 1. Find the Pulse 2. Rhythm Copy Back: <ol style="list-style-type: none"> a. Bronze: Clap and say back rhythms b. Silver: Create your own simple rhythm patterns c. Gold: Perhaps lead the class using their simple rhythms 3. Pitch Copy Back Using 2 Notes <ol style="list-style-type: none"> a. Bronze: Copy back – 'Listen and sing back' (no notation) b. Silver: Copy back with instruments, without then with notation c. Gold: Copy back with instruments, without and then with notation 4. Pitch Copy Back and Vocal Warm-ups

Singing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice 	<ul style="list-style-type: none"> ● To sing in unison and in simple two-parts. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To enjoy exploring singing solo. ● To sing with awareness of being 'in tune'. ● To rejoin the song if lost. ● To listen to the group when singing.

	<p style="text-align: center;">Playing</p> <table border="1" style="width: 100%;"> <thead> <tr> <th style="width: 50%;">Knowledge</th> <th style="width: 50%;">Skills</th> </tr> </thead> <tbody> <tr> <td> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends. </td> <td> <ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To experience leading the playing by making sure everyone plays in the playing section of the song. </td> </tr> </tbody> </table>	Knowledge	Skills	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends. 	<ul style="list-style-type: none"> ● To treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To experience leading the playing by making sure everyone plays in the playing section of the song.
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Games

Knowledge

Know and be able to talk about:

- How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music
- How to keep the internal pulse
- Musical Leadership: creating musical ideas for the group to copy or respond to

Skills

Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes:

- **Bronze Challenge**
 - Find the pulse
 - Copy back rhythms based on the words of the main song, that include syncopation/off beat
 - Copy back one-note riffs using simple and syncopated rhythm patterns
- **Silver Challenge**
 - Find the pulse
 - Lead the class by inventing rhythms for others to copy back
 - Copy back two-note riffs by ear and with notation
 - Question and answer using two different notes
- **Gold Challenge**
 - Find the pulse
 - Lead the class by inventing rhythms for them to copy back
 - Copy back three-note riffs by ear and with notation
 - Question and answer using three different notes

Singing

Knowledge	Skills
<ul style="list-style-type: none">● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.● To know about the style of the songs so you can represent the feeling and context to your audience● To choose a song and be able to talk about:<ul style="list-style-type: none">○ Its main features○ Singing in unison, the solo, lead vocal, backing vocals or rapping○ To know what the song is about and the meaning of the lyrics○ To know and explain the importance of warming up your voice	<ul style="list-style-type: none">● To sing in unison and to sing backing vocals.● To demonstrate a good singing posture.● To follow a leader when singing.● To experience rapping and solo singing.● To listen to each other and be aware of how you fit into the group.● To sing with awareness of being 'in tune'.

Playing

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none">● Different ways of writing music down – e.g. staff notation, symbols● The notes C, D, E, F, G, A, B + C on the treble stave● The instruments they might play or be played in a band or orchestra or by their friends	<ul style="list-style-type: none">● Play a musical instrument with the correct technique within the context of the Unit song.● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.● To rehearse and perform their part within the context of the Unit song.● To listen to and follow musical instructions from a leader.● To lead a rehearsal session.

Improvisation

Knowledge

To know and be able to talk about improvisation:

- Improvisation is making up your own tunes on the spot
- When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.
- To know that using one, two or three notes confidently is better than using five
- To know that if you improvise using the notes you are given, you cannot make a mistake
- To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations
- To know three well-known improvising musicians

Skills

Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.

1. Play and Copy Back

- **Bronze** – Copy back using instruments. Use one note.
- **Silver** – Copy back using instruments. Use the two notes.
- **Gold** – Copy back using instruments. Use the three notes.

2. Play and Improvise You will be using up to three notes:

- **Bronze** – Question and Answer using instruments. Use one note in your answer.
- **Silver** – Question and Answer using instruments. Use two notes in your answer. Always start on a G.
- **Gold** – Question and Answer using instruments. Use three notes in your answer. Always start on a G.

3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan:

- **Bronze** – Improvise using one note.
- **Silver** – Improvise using two notes.
- **Gold** – Improvise using three notes.

Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

Composition

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none">• A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.• A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure• Notation: recognise the connection between sound and symbol	<ul style="list-style-type: none">• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.• Explain the keynote or home note and the structure of the melody.• Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.• Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

Knowledge	Skills
<p>To know and be able to talk about:</p> <ul style="list-style-type: none">• Performing is sharing music with an audience with belief• A performance doesn't have to be a drama! It can be to one person or to each other• Everything that will be performed must be planned and learned• You must sing or rap the words clearly and play with confidence• A performance can be a special occasion and involve an audience including of people you don't know• It is planned and different for each occasion• A performance involves communicating ideas, thoughts and feelings about the song/music	<ul style="list-style-type: none">• To choose what to perform and create a programme.• To communicate the meaning of the words and clearly articulate them.• To talk about the venue and how to use it to best effect.• To record the performance and compare it to a previous performance.• To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"