



Dringhouses

Primary School | York

Dringhouses Discovery Curriculum - Music Curriculum Progression Plan

Intent -

Implementation -

Impact -

| | Early Years | Key Stage 1 | Lower Key Stage 2 | Upper Key Stage 2 |
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| Skills | <ul style="list-style-type: none"> Join in with a range of nursery rhymes/action songs Sing accurately the so/mi falling minor 3rd in songs & Kodaly games, solo and in a group Keep a steady beat using body percussion, and apparatus (sticks/parachute) for group activities Play a range of tuned and untuned percussion and know how to care for them & how to put them away Rehearse singing and perform in church/Nativity Take turns in various musical games/circle dances Move in response to music to show steady beat/tempo & rhythm. Listen to a range of music and begin to be able to talk about it in terms of tempo, mood, dynamics | <ul style="list-style-type: none"> Using 'singing voice', sing accurately songs within the So,Mi, La, Re, Do range, in a group and alone Be able to keep a steady beat Enjoy singing several 'Call and Response' songs from different cultures Be able to start and stop to a visual/graphic cue Use 'Call and Response' to compose Be able to play 2 sounds on the Djembe and perform as part of a group Use graphic notation to perform music to tell a story Use self generated graphic notation to record & perform own story compositions Recognise Standard notation for 'Ta', 'Te-te', 'Ta-a' and 'Sh' Listen for 2 minutes to unfamiliar music and discuss in terms of pitch, mood, tempo, dynamics & structure. Be able to play 2 chords on the Ukulele/tuned percussion Rehearse for performance | <ul style="list-style-type: none"> Use 'singing voice' to sing with expression in unison, and maintain own part in rounds and simple 2 part harmony (echoes, sustained notes over the tune, 2 separate tunes eg a descant) Compose programme music based on prior listening Play notes BAG (Y3) & BAGEDCD (Y4) on recorder. Read without letters pitches BAG in Standard notation Pick up short phrases 'by ear' Using memory prompts be able to work out pitch for other notes Read Standard notation for rhythm inc: Ta, Te-te, Ta-a, Ta-a-a-a, Sh, minim Sh Play chords C, G, F major & A min on ukulele & follow chord notation to accompany songs Know how to how to present a performance Listen to a range of Western and World music and use the 'elements' vocab to describe, compare and respond Use graphic scores and standard notation to record composition Know the features of song structure | <ul style="list-style-type: none"> Use 'singing voice to sing with expression & in response to gesture in unison, and in close parallel harmony. Lead singing in whole school part singing. Take part in rehearsing & performing a musical Use online software (Songmaker & Ableton) to compose Consolidate work on standard notation begun in LKS2 Read Uke tab & know where to find free 'play along' material online Know how to construct a triad chord in the root position on the keyboard. Use to accompany singing & for improvisation/composition Continue to extend listening repertoire and use 'elements' Vocab to respond, describe & compare Know about the origins of & influences on pop music |

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| | <p><u>Singing</u></p> <p>I can use my 'singing voice' to sing tunelessly simple, 2 note songs, with my class and alone</p> <p>I am becoming familiar with the school's song cycle and can join in with the chorus to several songs in Whole School Singing</p> <p><u>Instruments/Performance</u></p> <p>I can name the non tuned percussion instruments. I know where they live and how to put them away.</p> <p>I have taken part in various singing, instrumental and movement performances</p> <p><u>Dalcroze/Reading Music</u></p> <p>I know 4 circle dances and enjoy joining in with my friends</p> <p>I can respond to the tempo of music played on the piano by walking, striding and running</p> | <p><u>Singing</u></p> <p>I can use my singing voice to accurately pitch 5 note songs</p> <p>I can join in the first verses and choruses of most of the school's song cycle</p> <p>I can sing a range of African folk songs</p> <p>I can confidently join in singing games</p> <p><u>Instruments/Performance</u></p> <p>I know that the djembe comes from West Africa</p> <p>I can take part in a drum circle</p> <p>I can use the 'tone' feature on the keyboard to choose sounds for composition</p> <p>I can play the C major & A minor chords on the ukulele and a drone on the tuned percussion and use them to accompany singing</p> <p>I make an important contribution through my singing and instrument playing to our performances in school and church</p> <p><u>Dalcroze/Reading Music</u></p> <p>I can keep a steady beat on body percussion and a range of instruments.</p> <p>I can play a 2 note drone</p> | <p><u>Singing</u></p> <p>I can a range of different songs in tune and with attention to the style of the song</p> <p>I can take part in rehearsals and performance of a choral song</p> <p><u>Instruments/Performance</u></p> <p>I can play 7 notes on the recorder, and have taken part in performances including a duet on this instrument.</p> <p>I have taken part in a ukulele performance in which I played 3 chords to accompany singing</p> <p>I can keep a steady beat 2 note drone on the tuned percussion</p> <p>I can use the tuned and untuned percussion to play ostinati and broken chord accompaniments</p> <p><u>Reading Music</u></p> <p>I can read standard notation accurately for rhythm and know how to work out the pitch using mnemonic/prompt</p> <p>I can read letters to make chords on the ukulele</p> | <p><u>Singing</u></p> <p>I am a proficient singer, able to sing confidently and expressively in a range of styles</p> <p>I am able to lead or support younger children in part singing</p> <p>I have taken part in numerous performances and have a large repertoire of songs, including a well-known music in my memory</p> <p><u>Instruments/Performance</u></p> <p>I can confidently play a range of different pieces on the recorder, both in unison and duet, and can play a simple 4 chord accompaniment on the keyboard and ukulele.</p> <p>I have taken part in many performances on these instruments and can also use the tuned and untuned percussion, plus the instruments listed above for accompaniment and composition</p> <p><u>Reading Music</u></p> <p>I understand that there are many ways of writing down music, depending on what you want to achieve. I can confidently use chord letter notation, read standard notation for rhythm and know how to work out the pitch. I know how to choose the right notation for</p> |

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| | <p>I can indicate extremes of pitch through movement</p> <p>I can use graphic notation and apparatus to sequence sounds</p> <p><u>Listening</u></p> <p>I can identify different sounds</p> <p>I can listen and move to different styles and tempos of music</p> <p>I can learn new songs by listening and repeating short phrases</p> <p><u>Composition</u></p> <p>I can use movement and apparatus to generate sequences of sound</p> <p>I can improvise and copy simple rhythm patterns</p> <p>I have experimented with different sounds in different combinations</p> | <p>accompaniment on the tuned percussion to accompany singing.</p> <p>I can use a range of apparatus (balls, sticks, cups, scarves) to respond to the musical elements of tempo, pitch, dynamics, structure</p> <p>I can perform music and sequence sounds from a graphic score</p> <p>I can read ta, te-te, ta-a and sh to take part in music games</p> <p>I can respond to and show tempo, pitch and structure through movement games</p> <p><u>Listening</u></p> <p>I can use the terms: pitch, dynamics, loud, soft, timbre, structure, repeat, call & response, accompaniment, chord, strum, etc to talk about the music I hear and how it makes me feel.</p> <p>I can make comparisons between different pieces of music</p> <p><u>Composition</u></p> <p>I can improvise, write and perform a simple call and response piece on percussion instruments</p> <p>I can use timbre, pitch, tempo structure and dynamics to compose a piece on the keyboard</p> | <p>I can invent graphic notation to record my compositions</p> <p><u>Listening</u></p> <p>I can talk about the music I hear and express my thoughts about it</p> <p>I can recognise different styles of music and can describe their various features, using appropriate vocabulary. I can compare 2 contrasting pieces and make links between them</p> <p><u>Composition</u></p> <p>I can use my musical experiences to write and perform my own music</p> <p>I have written a pentatonic ostinato to accompany singing</p> <p>I have worked in a group to compose a song</p> | <p>what I want to do.</p> <p><u>Listening</u></p> <p>I am able to listen to different kinds of music with an open mind and have the vocabulary to be able to discuss it. I can compare</p> <p><u>Composition</u></p> <p>I know how composers use pitch, repetition, structure, timbre, dynamics tempo and chord progression to express ideas and to engage the listener, and am able to experiment with these ideas in my own compositions</p> |
| <p>Powerful Knowledge</p> | <p>I know a range of spoken and sung nursery rhymes</p> | <p>I know that there are different kinds of music</p> | <p>I can play 5 notes on the recorder.</p> <p>I can read standard notation for rhythm in</p> | <p>I am aware of music as a universal cultural entity, produced across all time and all cultures</p> |

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| | I can play a range of untuned percussion instruments | <p>I know a range of school/nursery/pop/musica/cultural songs</p> <p>I know that music is composed or improvised, that it can tell stories</p> <p>I know the difference between a steady beat (pulse) and rhythm and can mark both</p> <p>I know that repetition and structure are essential features of music. I can recognise repetition in existing music and can use these in my own compositions</p> <p>I know that there are different instruments and that they make different sounds/can produce different musical effects</p> | <p>4/4 time, and I can use various memory prompts to work out pitch for D,E,G,A,B</p> <p>I can use appropriate vocabulary to discuss my responses to & opinions on pieces of music I listen to</p> | <p>I know that there are many different, valid ways of engaging with music, both as a consumer, creator and performer. I see myself as an active musician and have a range of practical and aesthetic skills that will enable me to have the confidence to make the most of my future musical opportunities</p> <p>I have taken part in the rehearsals & performance of a musical that is an accepted & widely-loved part of popular culture</p> |
| Key Vocabulary | Sing, singing voice, so, mi, percussion, shaker, tambourine, drum, scraper, triangle, bells, beater, steady beat, chorus, loud, soft/quiet, high, low | As before plus: La, re, do, pitch, xylophone, metallophone, glockenspiel, djembe, call & response, compose, graphic score, ta, te-te, ta-a, sh, perform, loud, forte, quiet, piano, tempo, dynamics, unison, solo, conductor, composer, orchestra, band | As before plus: Drone, ostinato, pitch, duration, standard notation, rhythm, repeat, duet, round, bar, strum, pick, ukulele, strings, brass, woodwind, percussion, structure, improvise, chord, harmony, melody, stave, verse, chorus, intro, outro, bridge, fade, crescendo, diminuend | As before and: timbre crescendo, diminuendo, triad, descant, chord, root, progression, alto, soprano |
| Long Term Planning Link | | | | |
| Enrichment/ Personal Development | Performances in Church, Nativities, Visiting musicians | Performances in Church, Nativities, assemblies and parent showcase, visiting musicians | Performance at Spring Concert,Christingle, opportunity to join Choir & Orchestra, visiting musicians | Performance at Spring Concert,Christingle, opportunity to join Choir & Orchestra, visiting musicians, theatre visit linked to musical |