



Coverage to support Planning process

Music Progression and Content

Year Group	Learning Area	Coverage	Vocabulary	End of year outcome
EYFS	<i>Singing &amp; Listening</i>	<ul style="list-style-type: none"> <li>Begin to build a repertoire of songs</li> <li>Explore the different sounds of instruments</li> <li>Represent their own ideas, thoughts and feelings through music.</li> </ul>	Chant • Fast • Follow • High • Instrument • Low • Loud • Quiet (use instead of 'soft') • Repeat • Rhythm • Sing • Slow • Song • Sounds	Applegarth Achievement awards – Winter Wonderland – Nativity  Over the course of the academic year and their time at Applegarth, children develop their knowledge of music and demonstrate their skills through playing and performing in solo and ensemble context using their voices and playing musical instruments within increasing accuracy, fluency, droll and expression through various performances including The Applegarth Achievement awards, Winter Wonderland & Nativity.
Year 1	<i>Singing – the voice is an instrument</i> <i>Materials of instruments</i>	<ul style="list-style-type: none"> <li>Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions (e.g. stop, start, loud, quiet) and counting in.</li> <li>Begin with simple songs with a very small range, mi-so and then slightly wider. Include pentatonic songs</li> <li>Sing a wide range of call and response songs to control vocal pitch and to match the pitch they hear with accuracy.</li> <li>Exploring the types of materials that can make instruments, e.g. bowed strings, woodwind, brass, percussion, keyboard, and the guitar family.</li> <li>Explore how different materials make different sounds (including pitch and volume)</li> </ul>	As EYFS plus: • beat • beater • cymbal • drum • high (sound) • listen • loud • low (sound) • perform • quiet • shaker • steady beat • tambourine • tempo • triangle • tune • voice • chants • Rhythm • Strings • woodwind • brass • percussion • keyboard • volume • pitch	
Year 2	<i>Reading music and notation</i> <i>Samba drumming</i> <i>Singing</i>	<ul style="list-style-type: none"> <li>Crotchets and Crotchet rests</li> <li>Quavers and quaver rests</li> <li>Semiquavers</li> <li>Composing and performing short rhythms.</li> <li>Using the Kodaly rhythm method to read music.</li> <li>learning all parts of a 3 part rhythm to be played as one by the ensemble.</li> <li>Leading the ensemble in clapping call and response rhythms.</li> <li>Memorising an 8 bar unison section.</li> <li>Build a piece of three sections including: Unison playing, 3 part rhythm, call and response and four simple breaks.</li> <li>Sing songs regularly with a pitch range of do-so with increasing vocal control.</li> <li>Sing songs with a small pitch range (e.g. Rain, Rain Go Away), pitching accurately.</li> <li>Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to</li> <li>demonstrate these when singing by responding to (a) the leader's directions and (b)</li> <li>visual symbols (e.g. crescendo, decrescendo, pause)</li> </ul>	As Year 1 plus • accompany • body percussion • chime bar • chord • claves • compose • duration • ostinato • phrase • crotchet • quaver • semi-quaver • ensemble	



## Coverage to support Planning process

<p><b>Year 3</b></p>	<p><b>Keyboard</b></p> <p><b>Reading notation music</b></p> <p><b>Samba drumming and vocal development</b></p>	<ul style="list-style-type: none"> <li>Play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets).</li> <li>Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C–D–E/do–re–mi</li> <li>Introduce the stave, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</li> <li>Introduce and understand the differences between crotchets and paired quavers.</li> <li>Apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> <li>The 5 note pentatonic scale</li> <li>Where different pitches are written on the stave</li> <li>Reading rhythm and pitch together.</li> <li>Reading simple parts for a boomwhacker piece</li> </ul>	<p>As Key Stage One plus:</p> <ul style="list-style-type: none"> <li>names of orchestral instruments</li> <li>accompaniment</li> <li>call and response</li> <li>composer</li> <li>conductor</li> <li>drone</li> <li>duet</li> <li>duration</li> <li>dynamics</li> <li>lyrics</li> <li>melodic phrase</li> <li>melody</li> <li>orchestra</li> <li>orchestration</li> <li>ostinati</li> <li>round</li> <li>scale</li> <li>structure</li> <li>theme</li> <li>unison</li> <li>boomwacker</li> <li>trio and quartet</li> <li>stave</li> <li>line</li> <li>clef</li> <li>pentatonic</li> </ul>	
<p><b>Year 4</b></p>	<p><b>Keyboard</b></p> <p><b>Singing</b></p> <p><b>Battucada/drumming</b></p> <p><b>Writing of notation music</b></p>	<ul style="list-style-type: none"> <li>Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.</li> <li>Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</li> <li>Learning all 5 parts of the Batucada rhythm to be played at speed by the ensemble.</li> <li>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>Continue to sing a broad range of unison songs with the range of an octave (do–do)</li> <li>(e.g. One More Day—a traditional sea shanty) pitching the voice accurately and</li> <li>following directions for getting louder (crescendo) and quieter (decrescendo).</li> </ul>	<p>As Year 3 plus:</p> <ul style="list-style-type: none"> <li>harmony</li> <li>improvise</li> <li>leaping (large interval between two notes)</li> <li>pulse</li> <li>recorder</li> <li>score</li> <li>tuned percussion</li> <li>untuned percussion</li> <li>volume</li> <li>notation</li> <li>Batucada</li> <li>minim</li> <li>rest</li> <li>decrescendo</li> </ul>	
<p><b>Year 5</b></p>	<p><b>Keyboard</b></p> <p><b>History of music – 20<sup>th</sup> Century musicians and composers</b></p> <p><b>Reggae drumming</b></p>	<ul style="list-style-type: none"> <li>Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs</li> <li>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</li> </ul>	<p>As Year 4 plus:</p> <ul style="list-style-type: none"> <li>Accent</li> <li>bass</li> <li>texture</li> <li>timbre</li> <li>triad</li> <li>melodic</li> <li>chords</li> <li>semibreve</li> <li>semiquaver</li> <li>reggae</li> <li>Jamaica</li> <li>syncopation</li> </ul>	



Coverage to support Planning process

		<ul style="list-style-type: none"> <li>The teaching and learning of music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</li> <li>The Reggae piece increases syncopation in the five part rhythm and the diversity between the different instrumental parts.</li> </ul>		
<p><b>Year 6</b></p>	<p><i>Keyboard</i></p> <p><i>Recorders</i></p> <p><i>Baio/drumming</i></p> <p><i>The history of music – classical/baroque/romantic</i></p>	<ul style="list-style-type: none"> <li>Play a melody following staff notation written on one staff and using notes within an octave range (do-do); make decisions about dynamic range, including very loud ( ), very quiet ( ), moderately loud ( ) and moderately quiet ( ).</li> <li>Accompany this same melody, and others, using block chords.</li> <li>Engage with others through ensemble playing (e.g. school orchestra, band, mixed ensemble) with pupils taking on melody or accompaniment roles.</li> <li>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</li> <li>To play a Baio rhythm moving away from a crotchet pulse to a more syncopated dotted crotchet foundation.</li> <li>The teaching and learning of music is enriched by developing pupils' knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.</li> </ul>	<p>As Year 5 plus: • diction • interval • syncopation • Hallelujah from Messiah - Handel Baroque Rondo alla Turca - Mozart Symphony No. 5 - Beethoven 1812 Overture - Tchaikovsky Night on a Bare Mountain - Mussorgsky Bolero - Ravel - Symphonic Variations on an African Air - Coleridge-Taylor English Folk Song Suite - Vaughan Williams Melody, Notation, Interval, Octave, Dynamic Range, Keyboard, Recorder, Orchestra, Rhythm, Pitch</p>	