

# Music Progression Overview

Through the IB PYP curriculum, Girton Glebe develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through an education that builds intercultural understanding and respect.

Through our 6 core values, we aim to develop children at Girton Glebe who are:

**Curious:** inquisitive and inquiring

**Empathetic:** welcoming of others' opinions and valuing the feelings of others

**Aspirational:** striving to achieve

**Persevering:** appreciative of the learning journey

**Responsible:** understanding of their involvement in their education and the wider world

**Respectful:** inclusive, local and global citizens

EYFS		
	ELG	Children in Reception will learn to:
<b>EYFS Expressive Art and Design</b>	Being Imaginative and Expressive	Explore, use, and refine a variety of artistic effects to express their ideas and feelings.
	Sing a range of well-known nursery rhymes and songs.	Return to and build on their previous learning, refining ideas and developing their ability to represent them.
<b>Physical Development</b>	Perform songs, rhymes, poems, and stories with others, and, when appropriate, try to move in time with music.	Create collaboratively, sharing ideas, resources, and skills.
		Listen attentively, move to, and talk about music, expressing their feelings and responses.
		Sing in a group or on their own, increasingly matching the pitch and following the melody.
<b>Communication</b>		Explore and engage in music making and dance, performing solo or in groups.
		Combine different movements with ease and fluency
		Listen carefully to rhymes and songs, paying attention to how they sound.

		Learn rhymes, poems and songs	
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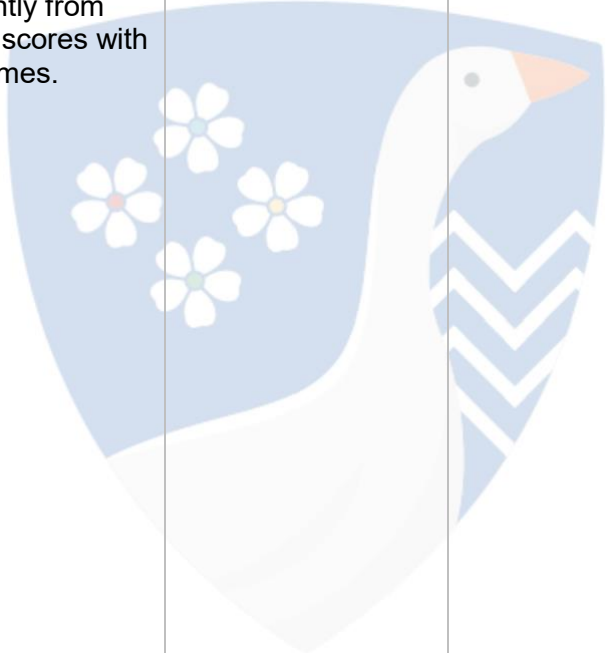
KS1						
	Singing	Playing Instruments	Improvising and exploring	Composing	Listening	Appraising
<b>Year 1</b>	<p>Sing a song with contrasting high and low melodies.</p> <p>Control vocal dynamics, duration, and timbre.</p> <p>Sing a song together as a group.</p> <p>Combine voices and movement to perform a chant and a song.</p> <p>Use voices to create descriptive sounds.</p>	<p>Identify and keep a steady beat using instruments.</p> <p>Explore and control dynamics, duration, and timbre with instruments.</p> <p>Play percussion instruments at different speeds (tempi).</p> <p>Play and control changes in tempo. Explore sounds on instruments and find different ways to vary their sound.</p>	<p>Improvise descriptive music.</p> <p>Respond to music through movement.</p> <p>Create a soundscape using instruments.</p> <p>Explore different sound sources and materials.</p> <p>Explore sounds on instruments and find different ways to vary their sound.</p>	<p>Invent and perform new rhythms to a steady beat.</p> <p>Create, play, and combine simple word rhythms.</p> <p>Create a picture in sound.</p>	<p>Recognise and respond to changes in tempo in music.</p> <p>Identify changes in pitch and respond to them with movement.</p> <p>Understand how music can tell a story.</p> <p>Understand musical structure by listening and responding through movement.</p>	<p>Identify a sequence of sounds (structure) in a piece of music.</p> <p>Listen in detail to a piece of orchestral music e.g., identify instruments.</p> <p>Identify metre by recognising its pattern.</p> <p>Identify a repeated rhythm pattern</p>

		Use instruments to create descriptive sounds.  Play fast, slow, loud, and quiet.				
<b>Year 2</b>	<p>Chant and sing in two parts while playing a steady beat.</p> <p>Sing with expression, paying attention to the pitch shape of the melody.</p> <p>Understand pitch through singing, movement, and note names.</p> <p>Prepare and improve a performance using movement, voice and percussion.</p>	<p>Listen to and repeat rhythmic patterns on body percussion and instruments.</p> <p>Play pitch lines on tuned percussion.</p> <p>Accompany a song with vocal, body percussion and instrumental ostinato.</p> <p>Use instruments expressively in response to visual stimuli.</p>	<p>Explore timbre and texture to understand how sounds can be descriptive.</p> <p>Combine sounds to create a musical effect in response to visual stimuli.</p> <p>Explore voices to create descriptive musical effects.</p> <p>Explore different ways to organise music.</p>	<p>Compose music to illustrate a story. Perform and create simple three- and four-beat rhythms using a simple score.</p>	<p>Match descriptive sounds to images. Listen to and repeat back rhythmic patterns on instruments and body percussion.</p>	<p>Identify ways of producing sounds (e.g., shake, strike, pluck). Identify rising and falling pitch.</p> <p>Listen in detail to a piece of orchestral music (e.g., identify how it depicts a season).</p> <p>Use simple musical vocabulary to describe music.</p> <p>Listen, describe, and respond to contemporary orchestral music.</p>
<b>KS2</b>						
	<b>Singing</b>	<b>Playing Instruments</b>	<b>Improvising and exploring</b>	<b>Composing</b>	<b>Listening</b>	<b>Appraising</b>
<b>Year 3</b>	Sing in two-part harmony.	Accompany a song with a melodic	Improvise descriptive music.	Select descriptive sounds to	Learn how sounds are produced and	Identify the metre in a piece of music.

	<p>Copy and create a wide range of vocal sounds to incorporate into a song.</p> <p>Sing in two parts (two different melodies) with movements and percussion.</p> <p>Perform a round in three parts.</p>	<p>ostinato on tuned percussion.</p> <p>Perform a pentatonic song with tuned and untuned accompaniment. Play independent parts in more than one metre simultaneously on body percussion, untuned and tuned percussion.</p> <p>Perform rhythmic ostinato individually and in combination. Understand and use pitch notations.</p> <p>Read simple rhythm notation. Create and perform from a symbol score.</p> <p>Read graphic notation to play a melody on tuned instruments.</p>	<p>Improvise to an ostinato accompaniment.</p> <p>Explore simple accompaniments using beat and rhythm patterns.</p>	<p>accompany a poem.</p> <p>Choose different timbres to make an accompaniment.</p> <p>Make choices about musical structure. Create and perform from a symbol score.</p> <p>Arrange an accompaniment with attention to balance and musical effect.</p> <p>Use a score and combine sounds to create different musical textures.</p>	<p>how instruments are classified.</p> <p>Listen to and learn about a range of different music.</p>	<p>Recognise rhythm patterns in staff notation.</p> <p>Recognise pitch shapes.</p>
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<p><b>Year 4</b></p>	<p>Perform a poem as an ensemble with rhythmic accuracy to a steady beat.</p> <p>Use beatbox techniques to imitate the sound of a drum kit.</p> <p>Learn to sing partner songs.</p> <p>Sing a call and response song in a minor key in two groups.</p> <p>Sing a song with three simple independent parts.</p> <p>Combine singing, playing, and dancing in a performance.</p>	<p>Combine four body percussion ostinatos as a song accompaniment.</p> <p>Play a pentatonic song with leaps in pitch on tuned percussion.</p> <p>Play and sing repeated patterns (ostinato) from staff notation.</p> <p>Play a piece with melody, chords, bass, and rhythm parts from graphic, rhythm and staff notations.</p>	<p>Improvise in response to visual stimuli, with a focus on timbre.</p> <p>Explore household items as instruments and match rhythms with appropriate sound makers.</p> <p>Improvise melodies with a given set of five notes (a pentatonic scale).</p> <p>Explore layers and layering using a graphic score.</p> <p>Understand syncopation and clap improvised off-beat rhythms.</p>	<p>Compose an introduction for a song.</p> <p>Compose and notate pentatonic melodies on a graphic score.</p> <p>Compose a rap.</p> <p>Compose a fanfare.</p> <p>Compose and play sequences of word rhythms.</p>	<p>Understand how rhythmic articulation affects musical phrasing.</p> <p>Explore the descriptive music of two famous composers of the 20th and 21st century.</p> <p>Listen to, learn, and play along to different music</p> <p>Copy rhythms and a short melody.</p> <p>Match short rhythmic phrases with rhythm notation.</p>	<p>Identify different instrument groups from a recording.</p> <p>Describe the structure of a piece of orchestral music.</p> <p>Develop listening skills by analysing and comparing music from different traditions.</p> <p>Identify key features of minimalist music.</p> <p>Compare and contrast the structure of two pieces of music</p>
<p><b>Year 5</b></p>	<p>Prepare for a performance by considering narration, performance space, setting up and other logistics.</p>	<p>Read a melody in staff notation.</p> <p>Interpret graphic notation on various sound makers with an understanding</p>	<p>Develop accompaniments using ostinato and invent or improvise rhythms on untuned percussion.</p>	<p>Develop a structure for a vocal piece and create graphic scores.</p>	<p>Hear and understand the features of the whole tone scale.</p> <p>Listen to and learn about different</p>	<p>Identify changes in tempo and their effects.</p> <p>Evaluate and refine compositions with reference to the</p>

	<p>Develop techniques of performing rap using texture and rhythm.</p> <p>Sing and play scales and chromatic melodies accurately. Sing and play percussion in a group piece with changes in tempo and dynamics.</p> <p>Sing a song in unison and three-part harmony.</p> <p>Sing with attention to accuracy in rhythm, pitch, and dynamics.</p>	<p>of their qualities and capabilities.</p> <p>Perform music together in synchronisation with a short movie.</p> <p>Develop ensemble playing, focusing on steady beat, and placing notes accurately together.</p> <p>Control short and loud sounds on a variety of instruments.</p>	<p>Play and improvise using the whole tone scale.</p> <p>Create musical effects using contrasting pitch.</p> <p>Interpret graphic notation on various sound makers with an understanding of their qualities and capabilities.</p> <p>Learn about and explore techniques used in movie soundtracks.</p>	<p>Explore extended vocal techniques through listening to and composing 'acapella' (unaccompanied) vocal music based on graphic scores.</p> <p>Evaluate and refine compositions with reference to the inter-related dimensions of music.</p>	<p>music from different centuries.</p>	<p>inter-related dimensions of music.</p> <p>Explore and analyse a song arrangement and its structure.</p> <p>Rehearse, improve, and analyse an ensemble performance, with attention to balance and staying in time.</p>
<b>Year 6</b>	<p>Demonstrate understanding of pitch through singing from simple staff notation.</p> <p>Demonstrate understanding of beat and syncopation</p>	<p>Demonstrate coordination and rhythm skills by participating in a complex circle game.</p> <p>Play a chordal accompaniment to a piece.</p>	<p>Devise, combine and structure rhythms through dance.</p> <p>Improvise descriptive music on instruments and other sound makers.</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music.</p> <p>Compose programme music</p>	<p>Follow and interpret a complex graphic score for four instruments.</p> <p>Experience and understand the effect of changing harmony.</p>	<p>Revise, rehearse, and develop music for performance, with reference to the inter-related dimensions of music.</p>

	<p>through singing and body percussion.</p> <p>Convey lyrical meaning through expressive singing in a part-song with echoes.</p> <p>Learn to sing major and minor note patterns accurately.</p> <p>Demonstrate planning, directing, and rehearsal skills through allocated roles, such as technicians and researchers.</p> <p>Develop, rehearse, and perform a mini-musical, including dialogue, singing, playing and movement.</p> <p>Refine vocal performance with consideration of posture, breathing and enunciation.</p>	<p>Follow and interpret a complex graphic score for four instruments.</p> <p>Play tuned instrumental parts confidently from graphic scores with note names.</p>		<p>from a visual stimulus.</p>	<p>Listen to and understand modulation in a musical bridge.</p>	
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	<p>Perform complex song rhythms confidently.</p> <p>Change vocal tone to reflect mood and style.</p>					
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