

Dale Community Primary School: **Music** Curriculum Progression Document

National Curriculum	FOUNDATION STAGE Musicians can:	YEAR ONE Musician can:	YEAR TWO Musician can:
Musicianship: Understanding Music	Explore musical activities that embed rhythm, pulse and pitch, explore voices and classroom instruments.	Use body percussion, instruments and voices.	Use body percussion, instruments and voices.
		In the key centres of: C major, F major, G major and A minor	In the key centres of: C major, G major and A minor.
		Find and keep a steady beat together	Find and keep a steady beat.
		Understand the difference between creating a rhythm pattern and a pitch pattern.	Copy back simple rhythmic patterns using long and short.
		Copy back simple rhythmic patterns using long and short.	Copy back simple melodic patterns using high and low.
		Copy back simple melodic patterns using high and low	Complete vocal warm-ups with a copy back option to use Solfa.
		Complete vocal warm-ups with a copy back option to use Solfa.	Sing short phrases independently

Listening	Enjoy moving to music by dancing, marching, being animals or Pop stars	Move and dance with the music.	Mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo.
	Find the steady beat.	Find the steady beat.	Walk in time to the beat of a piece of music.
	Learn that music can touch your feelings	Talk about feelings created by the music.	Identify the beat groupings in the music you sing and listen, eg 2-time, 3-time etc.
	.	Recognise some band and orchestral instruments.	Move and dance with the music confidently.
		Describe tempo as fast or slow.	Describe tempo as fast or slow.
		Describe dynamics as loud and quiet.	Find different steady beats.
		Join in sections of the song, eg chorus.	Talk about how the music makes you feel.
		Begin to understand where the music fits in the world.	Start to talk about the style of a piece of music.
		Begin to understand about different styles of music	Recognise some band and orchestral instruments.
			Start to talk about where music might fit into the world.
			Describe dynamics as loud or quiet.
		Join in sections of the song, eg call and response.	

Singing	Sing or rap nurse rhymes and simple songs from memory.	Sing, rap, rhyme, chant and use spoken word.	Sing as part of a choir.
	Know that songs have sections.	Demonstrate good singing posture.	Demonstrate good singing posture.
	Sing along with a pre-recorded song and add actions	Sing songs from memory.	Sing songs from memory and/or from notation.
	Sing along with the backing track	Copy back intervals of an octave and fifth (high, low).	Sing to communicate the meaning of the words.

		Sing in unison.	Sing in unison and sometimes in parts, and with more pitching accuracy.
			Understand and follow the leader or conductor.
			Add actions to a song.
			Move confidently to a steady beat.
			Talk about feelings created by the music/song.
			Recognise some band and orchestral instruments.
			Describe tempo as fast or slow.
			Join in sections of the song, eg chorus.
			Begin to understand where the music fits in the world.
			Begin to talk about and understand the style of the music.
		Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause).	
Notation	Explore high and low sounds using voices (and glockenspiels)	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.
	If appropriate explore standard notation of: C,C + D D, D + E G,G +A F,F + G D,D + E,D + C	If appropriate: explore standard notation, using crotchets, quavers and minims, and simple combinations of: C,D,E,F,G F,G,A G,B,D D,E,F(sharp),G,A D,A,C	Explore standard notation, using crotchets, quavers and minims, and simple combinations of: C,D,E,F,G,A,B G,A,B,C,D,E,F(sharp) F, G, A, Bb, C, D, E, A, B, C, D, E, Identify hand signals as notation, and recognise music notation on a staff of five lines.
Playing Instruments	Explore melodic patterns using 1 or 2 notes e.g. C,C + D	Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, G major and D major.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major.
Creating: Improvising	Copy back clap rhythms to names/animals/objects	Explore improvisation within a major and minor scale using the notes: C, D, E D, E, A F, G, A D, F, G	Explore improvisation within a major and minor scale using the notes: C, D, E G, G, A G, A, B F, G, A
	Explore high pitch and low pitch in context of the songs.	Improvises simple vocal patterns using 'Question and Answer' phrases.	Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation.
		Understand the difference between creating a rhythm pattern and a pitch pattern.	
Creating: Composing	Explore voices and classroom instruments	Explore and create graphic scores.	Explore and create graphic scores.

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	Add sound effects to a story by playing classroom instruments.	Create musical sound effects and short sequences of sounds in response to music and video stimulus.	Create musical sound effects and short sequences of sounds in response to music and video stimulus.
		Create a story, choosing and playing classroom instruments and/or soundmakers.	Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.
		Recognise how graphic notation can represent created sounds. Explore and invent your own symbols.	Create a story, choosing and playing classroom instruments.
		Use music technology, if available, to capture, change and combine sounds.	Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. Use music technology, if available, to capture, change and combine sounds.
		Use simple notation if appropriate.	Use simple notation if appropriate.
		Create a simple melody using crotchets and minims: C, D C,D,E C,D,E,F C,D,E,F,G Start and end on the note C F,G F,G,A F,G,A,C, F,G,A,C,D Start and end on the note F D,F D,F,G D,F,G,A D,F,G,A,C Start and end on the note D	Create a simple melody using crotchets and minims: C, D C,D,E C,D,E,F C,D,E,F,G Start and end on the note C (C major) G,A G,A,B G,A,B,D G,A,B,D,E Start and end on the note G (Pentatonic G) F,G F,G,A F,G,A,C F,G,A,C,D Start and end on the note F (Pentatonic F)
Performing	Know that a performance is sharing music.	Enjoy and have fun performing.	Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence.
	Perform any nursery rhymes by singing and adding actions or dance.	Choose a song/songs to perform to a well-known audience.	Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance.
	Perform any nursery rhymes or songs by adding a simple instrumental part.	Prepare a song to perform.	Talk about what the song means and why it was chosen to share.
	Record the performance to talk about.	Communicate the meaning of the song. Add actions to the song. Play some simple instrumental parts.	Talk about the difference between rehearsing a song and performing it.

	YEAR THREE Musicians can:	YEAR FOUR Musicians can:	YEAR FIVE Musicians can:	YEAR SIX Musicians can:
Musicianship: Understanding Music	Use body percussion, instruments and voices: In the key centres of C major, F major, G major and A minor. In the time signatures of: 2/4, 3/4 and 4/4 Find and keep a steady beat.	Use body percussion, instruments and voices: In the key centres of C major, F major, G major and A minor. In the time signatures of 2/4, 3/4 and 4/4. Find and keep a steady beat.	Use body percussion, instruments and voices: In the key centres of C major, G major, D major, F major and A minor. In the time signatures of 2/4, 3/4, 4/4, 5/4 and 6/8.	Use body percussion, instruments and voices: In the key centres of C major, G major, D major, A minor, and D minor. In the time signatures of 2/4, 3/4, 4/4, 5/4, and 6/8

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	Copy back and improvise simple rhythmic patterns using minims, crotchets, quavers, and their rests.	Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers, semiquavers and their rests, by ear or from notation.	Find and keep a steady beat.	Find and keep a steady beat
	Copy back and improvise simple melodic patterns using the notes: C, D, E G, A, B F, G, A A, B, C	Copy back melodic patterns using the notes: C, D, E C, D, E, G, A G, A, B G, A, B, D, E F, G, A A, B, C, D, E, F, G	Listen to and copy rhythmic patterns made of dotted minims, minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: C, D, E C, D, E, F, G, A, B D, E, F#, G, A A, B, C, D, E, F#, G F, G, A, Bb, C, D, E G, A, B, C, D, E, F#	Listen to and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation. Copy back melodic patterns using the notes: D, E, F, G, A C, D, E, F, G, A, B G, A, B, C, D, E, F# D, E, F#, G, A, B, C# A, B, C, D, E, F, G
Listening: Respond/Analyse	Share your thoughts and feelings about the music together.	Talk about the words of a song.	Talk about feelings created by the music.	Talk about feelings created by the music.
	Find the beat or groove of the music.	Think about why the song or piece of music was written.	Justify a personal opinion with reference to Musical Elements.	Justify a personal opinion with reference to Musical Elements.
	Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes.	Find and demonstrate the steady beat.	Find and demonstrate the steady beat.	Identify 2/4, 4/4, 3/4, 6/8 and 5/4.
	Invent different actions to move in time with the music.	Identify 2/4, 3/4, and 4/4 metre.	Identify 2/4, 3/4, 6/8 and 5/4 metre.	Identify the musical style of a song using some musical vocabulary to discuss its Musical Elements.
	Talk about what the song or piece of music means.	Identify the tempo as fast, slow or steady.	Identify the musical style of a song or piece of music.	Identify the following instruments by ear and through a range of media: bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing.
	Identify some instruments you can hear playing.	Recognise the style of music you are listening to.	Identify instruments by ear and through a range of media.	Discuss the structure of the music with reference to verse, chorus bridge and an instrumental break.
	Identify if it's a male or female voice singing the song.	Discuss the structures of songs.	Discuss the structure of the music with reference to verse, chorus, bridge, repeat signs, chorus and final chorus, improvisation, call and response and AB form.	Explain a bridge passage and its position in a song.
	Talk about the style of the music.	Identify: - Call and response - A solo vocal or instrumental line and the rest of the ensemble - A change in texture - Articulation on certain words - Programmed music	Explain a bridge passage and its position in a song.	Recall by ear memorable phrases heard in the music.
		Explain what a main theme is and identify when it is repeated.	Recall by ear memorable phrases heard in the music.	Identify major and minor tonality, chord triads I, IV and V, as well as intervals within a major scale.
		Know and understand what a musical introduction is and its purpose.	Identify major and minor tonality.	Explain the role of a main theme in musical structure.
		Recall by ear memorable phrases heard in the music.	Recognise the sound and notes of the pentatonic and blues scales by ear and from notation.	Know and understand what a musical introduction and outro is, as well as their purposes.
		Identify major and minor tonality.	Explain the role of a main theme in musical structure.	Identify the sound of a gospel choir and soloist, rock band, symphony orchestra and acapella groups.
		Recognise the sound and notes of the pentatonic scale by ear and from notation. Describe legato and staccato.	Know and understand what a musical introduction is and its purpose. Explain rapping.	Recognise the following styles and any key musical features that distinguish the styles: 20 th and 21 st Century Orchestral, Soul, Pop, Hip-hop, Jazz, Swing, Rock, Disco, Romantic, Zimbabwean Pop, R&B, Folk, Salsa, Reggae, Musicals and Film music.
	Recognise the following styles and any important musical features that distinguish the style: 20 th and 21 st century Orchestral, Reggae, Soul, R&B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk, and Electronic Dance Music.	Recognise the following styles and any key musical features that distinguish the styles: 20 th and 21 st Century Orchestral, Gospel, Pop, Minimalism, Rock n' Roll, South African, Contemporary Jazz, Reggae, Film Music, Hop-hop, Funk, Romantic and Musicals.		
Singing	Sing as part of a choir.	Rehearse and learn songs from memory and/or with notation.	Rehearse and learn songs from memory and/or with notation.	Rehearse and learn songs from memory and/or with notation.
	Sing a widening range of unison songs, of varying styles and structures.	Sing in different time signatures: 2/4, 3/4, and 4/4.	Sing in 2/4, 3/4, 4/4, and 6/8 time.	Sing a broad range of songs as part of a choir, including those that involve syncopated rhythms, with a good sense of ensemble and performance. This should include

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				observing rhythm, phrasing, accurate pitching and appropriate style.
	Demonstrate good singing posture.	Sing as part of a choir with awareness of size: the larger, the thicker and richer the musical texture.	Sing in unison and parts, and as part of a smaller group.	Continue to sing in parts where appropriate.
	Perform actions confidently and in time to a range of action songs.	Demonstrate good singing posture.	Sing 'on pitch' and 'in time'.	Sing in 2/4, 4/4, 3/4, 5/4 and 6/8.
	Sing songs from memory and/or from notation.	Demonstrate vowel sounds, blended sounds, and consonants.	Sing a second part in a song.	Sing with and without an accompaniment.
	Sing with awareness of following the beat.	Sing 'On pitch' and 'in time'.	Self-correct if lost or out of time.	Sing syncopated melodic patterns.
	Sing with attention to clear diction.	Sing expressively, with attention to breathing and phrasing.	Sing expressively, with attention to breathing and dynamics.	Demonstrate and maintain good posture and breath control whilst singing.
	Sing expressively, with attention to the meaning of the words.	Sing expressively, with attention to staccato and legato.	Sing expressively, with attention to dynamics and articulation.	Sing expressively, with attention to breathing and phrasing.
	Sing in unison.	Talk about the different styles of singing used for different styles of song.	Develop confidence as a soloist.	Sing expressively, with attention to dynamics and articulation.
	Understand and follow the leader or conductor.	Talk about how the songs and their styles connect to the world.	Talk about the different styles of singing used for different styles of song.	Lead a singing rehearsal.
	Copy back simple melodic phrases using the voice.		Talk confidently about how connected you feel to the music and how it connects to the world.	Talk about the different styles of singing used for the different styles of songs sung in this year.
			Respond to a leader or conductor.	Discuss with others how connected you are to the music and songs, and how the songs and styles are connected to the world.
Notation	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	Explore ways of representing high and low sounds, and long and short sounds using symbols and any appropriate means of notation.	Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation.	Explore ways of representing high and low sounds, and long and short sounds using symbols and any appropriate means of notation.
	Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, B, A, Bb, C G, A, B, C, D, E D, F#, F#, A, B	Explore standard notation using semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C G, A, B, C, D, E, F# D, E, F#, G, A, B, C	Explore standard notation using minims, dotted crotchets, crotchets, quavers and semiquavers, including simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C, D, E G, A, B, C, D, E, F# C, G, Ab, Bb G, G#, A, Bb, C D, E, F, G, A, B, C Eb, F, G, Ab, Bb, C, Db	Explore standard notation using dotted semibreves, dotted minims, triplet crotchets, dotted crotchets, crotchets, dotted quavers, quavers and semiquavers, and simple combinations of: C, D, E, F, G, A, B F, G, A, Bb, C, D, E F, G, Ab, Bb, C, D, Eb G, A, Bb, C, D, E, F G, A, B, C, D, E, F# D, E, F, G, A D, E, F#, A, B, C# E, F#, G, G#, A, B, C, C# Eb F, G, Ab, Bb, C, D
	Read and respond to semibreves, minims, crotchets and paired quavers.	Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.	Identify: Stave, Treble Clef, Time signature on a piece of musical notation.	
	Identify: Stave, Treble clef, Time signature and lines and spaces on the stave in a piece of musical notation.	Identify: Stave, Treble Clef and Time signature on a piece of musical notation.	Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.	
	Identify and understand the differences between crotchets and paired quavers.	Identify and understand the differences between minims, crotchets, paired quavers and rests.	Recognise how notes are grouped when notated.	
	Apply spoken word to rhythms, understanding how to link each syllable to one musical note.	Read and perform pitch notation within a range.	Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.	Identify: Stave, Treble Clef, Time signature on a piece of musical notation.
		Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.	Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.	Read and respond to minims, crotchets, quavers, dotted quavers and semiquavers.
			Understand the differences between 2/4, 3/4, and 4/4 time signatures.	Recognise how notes are grouped when notated.
		Read and perform pitch notation within an octave (e.g. C-C/do-do)	Identify the stave and symbols on the stave (such as the treble clef), the name of the notes on lines and in spaces, barlines, a flat sign and a sharp sign.	
Playing Instruments	Rehearse and learn to play a simple melodic instrumental part by ear or from notation in C major, F major, G major and E major.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major and D major.	Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major, G major, Eb major, C minor and D minor.	Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor and F minor.

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	Develop facility in playing tuned percussion or a melodic instrument, such as a violin or recorder.		Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the middle C-C/do-do range. This should initially be done as a whole class, with greater independence gained each lesson through smaller group performance.	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 (fortissimo), Very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).
Creating: Improvising	Explore improvisation within a major scale using the notes: C, D, E C, D, E, F, G C, D, E, G, A G, A, B G, A, B, D, E G, A, B, C, D F, G, A F, G, A, C, D	Explore improvisation within a major scale using the notes: C, D, E C, D, E, G, A C, D, E, F, G D, E, F#, A, B D, E, F, G, A	Explore improvisation within a major scale using the notes: C, D, Eb, F, G C, D, E, F, G C, D, E, G, A F, G, A, Bb, C D, E, F, G, A	Explore improvisation within a major scale, using the notes: C, D, E, F, G G, A, Bb, C, D G, A, B, C, D F, G, A, C, D
	Become more skilled in improvising (using voices, tunes and untuned percussion and instruments played in whole-class/group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note range.			
	Compose over a simple groove.	Improvise on a limited range of pitches on the instrument you are not learning, making use of musical features including smooth (legato) and detached (staccato) articulation.		
	Compose over a drone.	Improvise over a simple chord progression.	Improvise over a simple groove, responding to the beat and creating a satisfying melodic shape.	Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation.
	Structure musical ideas (e.g. using echo or 'question and answer' phrases) to create music that has a beginning, middle and end.	Improvise over a groove.	Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano).	
Creating: Composing	Create music and/or sound effects in response to music and video stimulus.	Combine known rhythmic notation with letter names to create short, pentatonic phrases using a limited range of five pitches, suitable for the instruments being learnt.	Create music in response to music and video stimulus.	Plan and compose an 8 or 16-beat melodic phrase, using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. Play this melody on available tuned percussion and/or orchestral instruments. Notate this melody. Either of these melodies can be enhanced with rhythmic or simple chordal accompaniment.
	Use music technology, if available, to capture, change and combine sounds.	Compose over a simple chord progression.	Use music technology, if available, to capture, change and combine sounds.	Create a simple chord progression.
	Compose over a simple chord progression.	Compose over a groove	Start to use structures within compositions, e.g. introduction, multiple verse and chorus sections, AB form or ABA form (ternary form)	Compose a ternary (ABA form) piece; use available music software/apps to create and record it, discussing how musical contrasts are achieved.
	Compose over a simple groove.	Create music in response to music and video stimulus.	Use chords to compose music to evoke a single atmosphere, mood or environment.	Create music in response to music and video stimulus.
	Compose over a drone.	Use music technology, if available, to capture, change and combine sounds.	Use simple dynamics.	Use music technology, if available, to capture change and combine sounds.
	Start to use simple structures within compositions, e.g. introduction, verse, chorus or AB form.	Start to use simple structures within composition, e.g. introduction, verse, chorus or AB form.	Use rhythmic variety.	Start to use structures within compositions e.g. introductions, multiple verses, chorus sections, AB forms or ABA forms (ternary form).
	Use simple dynamics.	Use simple dynamics.	Compose song accompaniments, perhaps using basic chords.	Use simple dynamics
	Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.	Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.	Use a wider range of dynamics, including fortissimo (very loud), Pianissimo (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).	Use rhythmic variety
	Create a simple melody using crotchets, minims and perhaps paired quavers, using the below note sets:	Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale. Below are the full scales:	Use full scales in different keys.	Compose song accompaniments, perhaps using basic chords.
	C, D C, D, E	C, D C, D, E	Understand how chord triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments.	Use a wider range of dynamics, including fortissimo (very loud), pianissimo, (very quiet), mezzo forte (moderately loud) and mezzo piano (moderately quiet).
	C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C)	C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic C)	Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, plus all	Use full scales in different keys.

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	<p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)</p> <p>F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C Start and end on the note F (F major)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>	<p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)</p> <p>A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor)</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>	<p>equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality. Below are the full scales:</p> <p>F, G F, G, A F, G, A, B\flat F, G, A, B\flat, C Start and end on the note F (F major)</p> <p>G, A G, A, B G, A, B, C G, A, B, C, D Start and end on the note G (G major)</p> <p>G, A, G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)</p> <p>E\flat, D E\flat, F, G E\flat, F, G, B\flat E\flat, F, G, B\flat, C Start and end on the note E\flat (E\flat major)</p>	
				<p>Create a melody using crotchets, quavers and minims, and perhaps semibreves and semiquavers, and all equivalent rests. Use a pentatonic and a full scale. Use major and minor tonality. Below are the full scales:</p> <p>C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C Major)</p> <p>G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p> <p>D, E D, E, F D, E, F, G D, E, F, G, A Start and end on the note D (D minor)</p> <p>F, G F, G, A F, G, A, C F, G, A, C, D Start and end on the note F (Pentatonic on F)</p> <p>F, G F, G, A\flat F, G, A\flat, B\flat F, G, A\flat, B\flat, C</p>

Dale Community Primary School: **Music** Curriculum Progression Document

				Start and end on the note F (F minor)	
Performing	Practice, rehearse and share a song that has been learned in the lesson, from memory or with notation and with confidence.	Rehearse and enjoy the opportunity to share what has been learnt in lessons.	Create, rehearse and present a holistic performance for a specific purpose, for a friendly but unknown audience.	Create, rehearse and present a holistic performance for a special event for an unknown audience.	
		Perform, with confidence, a song from memory or using notation.	Perhaps perform in smaller groups, as well as the whole class.	Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.	
	Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.	Play and perform melodies following staff notation, using a small range, as a whole class or in small groups.	Perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra.		Create, rehearse and present a holistic performance, with a detailed understanding of the musical, cultural and historical contexts.
		Include instrumental parts/Improvisatory sections/Composed passages within the rehearsal and performance.			
	Include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance.	Explain why the song was chosen, including its composer and the historical and cultural context of the song.	Perform from memory or with notation, with confidence and accuracy.	Perform from memory or with notation.	
		Communicate the meaning of the words and articulate them clearly.	Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance.	Understand the value of choreographing any aspect of a performance.	
	Talk about what the song means and why it was chosen to share.	Use the structure of the song to communicate its mood and meaning in the performance.	Explain why the song was chosen, including its composer and the historical and cultural context of the song.	A student or group of students rehearse and lead parts of the performance.	
		Talk about what the rehearsal and performance has taught the student.			
	Reflect on feelings about sharing and performing, e.g. excitement, nerves, enjoyment.	Understand how the individual fits within the larger group ensemble.	A student leads part of the rehearsal and part of the performance.	Understand the importance of the performing space and how to use it.	
		Reflect on the performance and how well it suited the occasion.	Record the performance and compare it to a previous performance; explain how well the performance communicated the mood of each piece.	Record the performance and compare it to a previous performance.	
		Discuss and respond to any feedback, consider how future performances might be different.		Discuss and talk musically about the strengths and weaknesses of a performance.	Collect feedback from the audience and reflect how the audience believed in the performance.
	Collect feedback from the audience and reflect how future performances might be different.			Discuss how the performance might change if it was repeated in a larger/smaller performance space.	