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| Musical progression – in line with the NC and MMC | | | | | |
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| | Instruments | Notation | Composition/Improvisation Creating | Performing | Listening |
| Reception | <p>Play tuned/untuned percussion instruments to a steady beat.</p> <p>Understand how to hold and play an instrument with care.</p> <p>Explore the different sounds instruments make.</p> <p>Choose an instrument to create a specific sound.</p> | <p>Use pictures and symbols to represent musical ideas</p> | <p>Use tuned and untuned percussion to create sound effects eg in a story</p> <p>Experiment with musical sounds</p> <p>Practise creating music and improvising through musical games, echo, copy back, question and answer</p> | <p>Share musical learning with school community.</p> | <p>Express how music makes you feel through listening to different styles and genres.</p> <p>Respond to musical listening through movement.</p> |
| Year 1 | <p>Explore percussion sounds to enhance story telling.</p> <p>Select percussion instruments to play</p> | <p>Use graphic notation to represent sounds created.</p> | <p>Improvise simple vocal chants using Q and A phrases.</p> | <p>Perform short, repeated patterns (ostinati) while keeping a steady beat</p> | <p>Reflect on music – how does it make people feel, act move.</p> <p>Listen to a variety of composers and genres and</p> |

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| | <p>short rhythmic patterns/ patterns.</p> <p>Start to use dynamics (loud/quiet in playing)</p> | <p>Explore and invent own symbols.</p> <p>Follow pictures and symbols to guide playing.</p> | <p>Create a pitch pattern and a rhythm pattern and know the difference.</p> <p>Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p> | <p>Share musical learning with school community.</p> | <p>respond. What can you hear? What does it sound like? Are there lots of instruments or a few? Is it fast or slow? Loud or quiet? Does the music create a picture?</p> |
| <p>Year 2</p> | <p>Use untuned percussion to play simple musical conversations.</p> <p>Use tuned percussion to play 3 note dot notation phrases.</p> <p>Vary the tempo when playing.</p> | <p>Use graphic notation, dot notation, stick notation to record compositions.</p> <p>Recognise dot notation and match to a 3 note phrase.</p> | <p>Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch).</p> <p>Work with a partner to improvise simple Q and A phrases on untuned percussion</p> | | <p>Sort music into different genres. Pop, classical, rock, soul, rap etc</p> <p>Recognise different musical instruments through listening (timbre)</p> |

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| | Instruments | Notation | Composition/Improvisation Creating | Performing |
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| Year 3 | <p>Use tuned and untuned instruments.</p> <p>Use instruments pupils are learning in 1:1, small groups along with WCET instruments.</p> <p>Using glockenspiels within class setting</p> <p>Develop playing skills on a melodic instrument eg recorder, violin.</p> | <p>Introduce the stave, lines and spaces, clef</p> <p>Use dot notation to show higher or lower pitch.</p> <p>Use listening skills to correctly order phrases using dot notation – different arrangements of C D E.</p> <p>Introduce and know the difference between crotchet and paired quavers.</p> <p>Apply word chants to rhythms linking each syllable to a musical note.</p> | <p>Improvise – invent short musical phrases on the spot using limited note range.</p> <p>Structure musical ideas eg echo, Q and A phrases</p> <p>Create music with beginning, middle, end.</p> <p>Compose music to a stimuli – stories, photo, paintings, music</p> | <p>Play using staff notation on a small range of notes. (whole class, small groups)</p> <p>Individually copy step phrases with accuracy at varied speeds.</p> |
| Year 4 | <p>. Develop playing in the basic skills of a selected musical instrument over a sustained learning period.</p> | <p>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</p> | <p>Improvise on a limited range of pitches making use of musical features including smooth (legato) and detached (staccato).</p> | <p>Play and perform melodies following staff notation using a small range.</p> <p>Perform in two or more parts from simple notation using instruments played in WCET.</p> |

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Read and perform **pitch notation** within a defined range.

Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.

Capture and record creative ideas using any of: graphic symbols, rhythm notation, staff notation, technology.

Combine known **rhythmic notation** with letter names to create short **pentatonic** phrases using a limited range of **5 pitches**.

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**.

Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.

Introduce **major** and **minor** chords.

Include instruments played in WCET/group/individual teaching.

Copy short melodic phrases including those using the pentatonic scale.

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| <p>Year 5</p> | <p>Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave 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.</p> | <p>Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Understand the differences between 2/4, 3/4 and 4/4 time signatures.</p> | <p>Improvise over a drone, develop sense of shape and character, using tuned percussion and melodic instruments.</p> <p>Improvise over a simple groove, responding to the beat.</p> <p>Experiment with using a wider range of dynamics, MF F MP P</p> <p>Compose a short ternary piece A B A</p> <p>Use chords to compose music to capture mood, atmosphere, environment and listen to music to inspire eg water,(river flows in you Yinuma) storms,(Storm vanessa mae) anger (mars – Holst)</p> | <p>Read and perform pitch notation within an octave (e.g. C–C'/do–do).</p> <p>Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations.</p> <p>Understand how triads are formed Perform simple chordal accompaniment to familiar songs.</p> <p>Develop the skill of playing by ear – learning and copying longer musical phrases.</p> <p>Take part in performance opportunities both inside and outside of the school community.</p> |
| <p>Year 6</p> | <p>Play a melody following staff notation written on one stave and using notes</p> | <p>Further understand the differences between semibreves, minims, crotchets, quavers and</p> | <p>Extend improvised melodies beyond 8 beats over a fixed groove</p> | <p>Engage with others through ensemble playing. These are ensembles outside the classroom.</p> |

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| | <p>within an octave range (do–do);</p> <p>Make decisions about dynamic range, including very loud (FF), very quiet (PP), moderately loud (MF) and moderately quiet (MP).</p> | <p>semiquavers, and their equivalent rests.</p> <p>Further develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do).</p> <p>Read and play confidently from rhythm notation cards and rhythmic scores in up to 4 parts that contain known rhythms and note durations.</p> <p>Read and play from notation a four-bar phrase, confidently identifying note names and durations.</p> | <p>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.</p> <p>Create rhythm or chordal accompaniments to support these phrases.</p> <p>Compose a ternary piece.</p> | <p>Accompany this same melody, and others, using block chords or a bass line.</p> <p>Take part in performance opportunities both in and outside of the school community.</p> |
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Listening at Key Stage 2

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.

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Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or provided by other Music Education Hubs partners, which may include local or national ensembles.