**Musical Progression**

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| **Year** | **Instrumental Progression** | **Range of Notes** | **Note Values** | **Elements of Music / Terminology** | **Listening / Appraisal** | **Performance** | **Composition** |
| **R** | Body percussion  Untuned percussion | C E G |  | Rhythm  Pitch | Children will experience listening to different musical styles and will be given the opportunity to respond how through creative arts. | Perform in early years Christmas nativity | The children will be given the opportunity through music sessions and within the areas of provision to explore music and create their own sounds and music. |
| **1** | Tuned percussions  Boom Whacker | C D E F G A B | Crotchets | Pitch, **dynamics** | The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise the sound of musical instruments and basic features of key musical styles. Encourage discussions using musical language. | Use voices expressively  Play tuned and untuned instruments | Learn that composition is creating simple rhythms and melodies that are notated or recorded in some way. Continue to learn that improvisation is when you make up your own tune or rhythm. An improvisation is not written down or notated. If written down in anyway or recoded, it becomes a composition.  Record in simple forms  Compose a melody within a song using a small number of notes  Link pitch and shape using notation |
| **2** | Tuned percussion  Boom whacker | C D E F G A B  Pentatonic scale (CDEGA) | Crotchets  Minims | Pitch, dynamics, **tempo** |
| **3** | Trumpets  Glockenspiel | C D E F G A B  Pentatonic scale | Crotchets  Minims  **Semibreves**  **Rests** | Pitch, dynamics, tempo, **duration**  **Standard notation introduced** | The children will continue to understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage more confident discussion using accurate musical language. | Begin to learn to understand about preparing to sing.  Explore a range of vocal activity eg rapping, beatboxing. Perhaps. Perform as a soloist or group. Perform at school ensemble | Continue inventing musical ideas within improvisation. Listen and copy musical ideas by ear.  Create melody and rhythmic ‘answers’ as part of a musical activity.  Make decisions about compositions as they unfold. |
| **4** | Boom whacker  Glockenspiel | C D E F G A B  Pentatonic scale | Crotchets  Minims  Semibreves  Rests  **Quavers** | Pitch, dynamics, tempo, duration, **structure**  Standard notation |
| **5** | Garage band (iPad)  Glockenspiel | C D E F G A B  Pentatonic scale  **F sharp** | As year 4 | As Year 4 + **texture** | Perform, listen to, review and evaluate music across a range of historical periods, genres, styles, and traditions including the works of the great composers and musicians. | Understand with greater depth about preparing to sing songs / raps together in a group/ensemble, sometimes in parts and confidently. Use instruments to perform, playing together with greater confidence and deeper understanding. | Understand with greater depth that composition is creating your own melody within given boundaries. It can be notated or recorded in some way. |
| **6** | Garage band (iPad)  Glockenspiel | Revision of Above | As year 4 + **dotted crotchets** | As year 5 +**timbre** |