



## Music Progression Grid: Implementation

### MUSIC

#### Our narrative...

At St Mary Magdalen we believe that singing is a golden thread within the music curriculum, using singing throughout each phase. We aim to build a high level understanding of pulse, rhythm, melody, listening, performing, singing and composition. We aim to develop the confidence of all children at St Mary Magdalen and give opportunities beyond the curriculum to develop these skills. Our Curriculum allows children to develop knowledge of a wide variety of music genres and to respect each type.

Knowledge	EYFS	Year 1 / Year 2	Year 3 / Year 4	Year 5 / Year 6
<b>Pulse</b>	Pupils can try to move in time with music.	Keep a steady pulse in a group and be able to pick out two different tempos in music. <i>Keep a steady pulse in a group and solo musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4).</i>	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 in at least 3 different tempos. <i>On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany.</i>	On a tuned instrument, regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures. <i>When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music.</i>
<b>Rhythm</b>	Pupils can try to move or tap in time with music.	Repeat back short basic rhythms and perform rhythmic ostinatos. <i>Repeat back longer rhythms from memory, 2 bar repetition using crotchets, quavers and minims.</i>	Pupils will recap crotchets, quavers, minims and will be introduced to the equivalent rests focusing on crotchet rests. <i>Pupils will recap crotchets, quavers, minims and equivalent rests; they will be introduced to syncopation and dotted rhythms.</i>	Pupils will explore the concept of syncopation further by using dotted rhythms within the time signature 2/4 and 4/4 exploring tempo too. <i>Pupils will perform syncopated rhythms within 2/4, 3/4 and 4/4 time signatures within 4 bar phrases with all note values covered with equivalent rests.</i>
<b>Melody</b>	Pupils sing back short melodies in group singing to put it together for a performance.	Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids. <i>Sing back short melodies that use around 3 pitched notes; perform from rhythmic notation including crotchets and minims.</i>	Pupils will perform three notes from notation including simple rhythms and rests (crotchets quavers minims and rests). <i>Pupils will perform five notes from notation including simple rhythms and rests.</i>	Pupils will explore and perform melodies with 5-8 note ranges captured in different formats for recreation. <i>Pupils will perform using an octave range fluently.</i>



## Music Progression Grid: Implementation

<p><b>Listening</b></p>	<p>Pupils will begin to listen and appraise music, replicating basic rhythms. Pupils can comment on what they can hear and appraise it.</p>	<p>Identifying features of a range of high quality and recorded music, replicating basic rhythms heard. <b>Identify where elements change, replicating change in performance.</b></p>	<p>Pupils will identify and describe musical features from different traditions (focusing on folk) and signing heard melodies. <b>Pupils will compare pieces of music from different traditions that contain two or more different parts.</b></p>	<p>Pupils will pick and perform syncopated rhythms from a range of genres, including own ideas about why that music uses those types of rhythms. <b>Pupils will recognise three different tempos, key melody, instruments and the mood and emotion of the piece.</b></p>
<p><b>Performing</b></p>	<p>Pupils can perform learnt songs in a group, singing and introducing instruments.</p>	<p>Play basic rhythms on untuned percussion instruments and using body percussion. Introduce tempos. <b>Play basic rhythms on untuned percussion instruments and using body percussion, continuing use of repetition.</b></p>	<p>Pupils will use tuned percussion and the voice to perform three note melodies (C,E, and G) and simple rhythms. <b>Pupils will use tuned percussion and the voice to perform up to five note melodies and more complex rhythms.</b></p>	<p>Pupils will perform 5-8 note melodies with more complex rhythms incorporated. <b>Pupils will be able to perform within an octave range with expression, both solo and in an ensemble responding to the conductor and performance directions.</b></p>
<p><b>Singing</b></p>	<p>Pupils can sing well known nursery rhymes. Pupils can sing some familiar songs (Xmas play etc.)</p>	<p>Sing simple folk tunes in unison both with and without accompaniment or backing tracks. <b>Sing simple song and folk songs in rounds accurately.</b></p>	<p>Pupils will sing folk songs and will focus on rounds. <b>Pupils will sing pieces in two parts that have different melodies.</b></p>	<p>Pupils will sing melodies with a 5-8 note range in two part harmony, performed in time with accuracy and expression. <b>Pupils will be able to sing musically within an octave including using extended harmony responding to performance direction of the piece e.g. phrasing or dynamics.</b></p>
<p><b>Composing</b></p>	<p>Pupils begin to improvise and make up songs to sing. Pupils improvise using musical instruments.</p>	<p>Improvise simple rhythms based on given stimuli (e.g. rhythm grids). <b>Repeat basic longer rhythms from memory. At least 2 bars and add imitations of rhythms. (e.g. rhythm grids)</b></p>	<p>Pupils create a basic 3 note tune using simple rhythms and crotchet, quavers, minims and crotchet rests. <b>Pupils create a basic five note tune using simple rhythms and crotchet, quaver, minims and crotchet rests. Pupils will develop rhythmic patterns up to 4 bars.</b></p>	<p>Pupils will compose with five notes up to 4 bar melodies with different tempos focusing on how to use syncopation. <b>Pupils will compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures.</b></p>

Key Concepts to be highlighted in bold.



## Music Progression Grid: Implementation

Links to our school and community:

1. Children plan and perform hymns and liturgical dance through Whole School and Class Masses within the Parish Community.
2. Children perform songs at a range of events, e.g. Durham Cathedral, local feeder schools, Seaham Music Academy, St Mary Magdalen's got Talent, Beachcombers.
3. Links with local secondary schools and specialist music teachers, e.g. specialist teaching in some classes and also established a school band.
4. Music concerts put on to showcase the specialist music being taught as well as the introduction of a band.
5. Y6 annual visit to Youth Village in Consett – Summer Term. Music and Dance.
6. Online learning extension to the Durham Charanga curriculum – children have their own login details and can access the curriculum from home as part of the remote learning offer.
7. Christmas nativities and Mothers day concerts performed in school for the school and parish communities.
8. Enrichment – links with local music groups showcasing different genres of music and resources from Durham Learning provided e.g. Africa / drums.
9. House singing competitions introduced