



Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. Create their own songs or improvise a song around one they know.

Play instruments with increasing control to express their feelings and ideas.

Listen attentively, move to and talk about music, expressing their feelings and responses

Watch and talk about dance and performance art, expressing their feelings and responses.

different cultures and historical periods. Play sound-matching games

When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout. Sing slowly, so that children clearly hear the words and the melody of the song. Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'. Clap or tap to the pulse of songs or music and encourage children to do this.

Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets. Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.

Give children an insight into new musical worlds. Introduce them to different kinds of music from across the globe, including traditional and folk music from Britain. Invite musicians in to play music to children and talk about it. Encourage children to listen attentively to music. Discuss changes and patterns as a piece of music develops.

Offer opportunities for children to go to a live performance, such as a pantomime, play, music or dance performance. Provide related costumes and props for children to incorporate into their pretend play.

<p><u>UTW</u></p>	<p><u>ELG: The Natural World</u></p> <p>Children at the expected level of development will: Explore the natural world</p>	<p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore the natural world around them.</p>	<p>Play pitch-matching games, humming or singing short phrases for children to copy. Use songs with and without words – children may pitch match more easily with sounds like ‘ba’. Sing call-and-response songs, so that children can echo phrases of songs you sing. Introduce new songs gradually and repeat them regularly. Sing slowly, so that children can listen to the words and the melody of the song.</p> <p>Offer opportunities to sing songs and join in with rhymes and poems about the natural world.</p>
<p><u>PSED</u></p>	<p><u>ELG: Managing Self</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> </ul>	<p>Show resilience and perseverance in the face of challenge.</p>	<p>Provide opportunities for children to tell each other about their work and play. Help them reflect and self-evaluate their own work.</p>
<p><u>Literacy</u></p>	<p><u>ELG: Comprehension</u></p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories,</li> </ul>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in a word</li> </ul>	<p>Help children tune into the different sounds in English by making changes to rhymes and songs, like changing a word so that there is still a rhyme, for example: “Twinkle, twinkle yellow car” Making rhymes personal to children: “Hey diddle diddle, the cat and fiddle, the cow jumped over Haroon.”</p>

<p><u>Maths</u></p>	<p>non-fiction, rhymes and poems and during role-play.</p> <p><u>ELG: Numerical Patterns</u> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> </ul>	<p>Extend and create ABAB patterns – stick, leaf, stick, leaf.</p> <p>Count objects, actions and sounds.</p> <p>Understand the ‘one more than/one less than’ relationship between consecutive numbers.</p>	<p>Deliberately miss out a word in a rhyme, so the children have to fill it in: “Run, run, as fast as you can, you can’t catch me I’m the gingerbread —.”</p> <p>Engage children in following and inventing movement and music patterns, such as clap, clap, stamp.</p> <p>Sing counting songs and number rhymes and read stories that involve counting. Play games which involve counting.</p> <p>Make predictions about what the outcome will be in stories, rhymes and songs if one is added, or if one is taken away</p>
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## Fairchildes Primary School - Key Stage 1 and 2 Musical Progression

The intention of this document is to give all adults teaching music a clear progression of learning, experiences and skills throughout Fairchildes music curriculum. It is intended that the document be easy to access and creates a progression of the key dimensions of music such as pulse, pitch, texture etc. It is organised into simple categories, so that the document is accessible to all adults using it. Our intention is that 'live' feedback can be given by the adult 'in the moment' of learning, because they can access the small steps the learners need to take through the curriculum. Adults teaching music working with the subject leader have designed the bespoke Charanga scheme we use at Fairchildes. The Charanga lessons also contain a range of assessment suggestions in each unit that staff may also utilise.

	Year 1 and 2	Year 3 and 4	Year 5 and 6
<p><b>Singing songs with control and using the voice expressively.</b></p> <p><b>S = Singing Progression</b></p>	<p>S1 To find their singing voice and use their voices confidently.</p> <p>S2 Sing a melody accurately at their own pitch.</p> <p>S3 Sing with a sense of awareness of pulse and control of rhythm.</p> <p>S4 Recognise phrase lengths and know when to breathe.</p> <p>S5 Sing songs expressively.</p> <p>S6 Follow pitch movements with their hands and use high, low and middle voices.</p> <p>S7 Begin to sing with control of pitch (e.g. following the shape of the melody).</p> <p>S8 Sing with an awareness of other performers.</p>	<p>S1 Sing with confidence using a wider vocal range.</p> <p>S2 Sing in tune.</p> <p>S3 Sing with awareness of pulse and control of rhythm.</p> <p>S4 Recognise simple structures. (Phrases).</p> <p>S5 Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.</p> <p>S6 Sing songs and create different vocal effects.</p> <p>S7 Understand how mouth shapes can affect voice sounds.</p> <p>S8 Internalise sounds by singing parts of a song 'in their heads.'</p>	<p>S1 Sing songs with increasing control of breathing, posture and sound projection.</p> <p>S2 Sing songs in tune and with an awareness of other parts.</p> <p>S3 Identify phrases through breathing in appropriate places.</p> <p>S4 Sing with expression and rehearse with others.</p> <p>S5 Sing a round in two parts and identify the melodic phrases and how they fit together.</p> <p>S6 Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.</p>
<p><b>Listening, Memory</b></p>	<p>L1 Recall and remember short songs and sequences and patterns of sounds.</p>	<p>L1 Identify melodic phrases and play them by ear.</p> <p>L2 Create sequences of movements in response to sounds.</p>	<p>L1 Internalise short melodies and play these on pitched percussion (play by ear).</p> <p>L2 Create dances that reflect musical features.</p>

<p><b>and Movement.</b></p> <p><b>L = Listening progression</b></p>	<p>L2 Respond physically when performing, composing and appraising music.</p> <p>L3 Identify different sound sources.</p> <p>L4 Identify well-defined musical features.</p>	<p>L3 Explore and choose different movements to describe animals.</p> <p>L4 Demonstrate the ability to recognise the use of structure and expressive elements through dance.</p> <p>L5 Identify phrases that could be used as an introduction, interlude and ending</p>	<p>L3 Identify different moods and textures.</p> <p>L4 Identify how a mood is created by music and lyrics.</p> <p>L5 Listen to longer pieces of music and identify features</p>
<p><b>Controlling pulse and rhythm</b></p> <p><b>PR = Pulse and Rhythm progression</b></p>	<p>PR1 Identify the pulse in different pieces of music.</p> <p>PR2 Identify the pulse and join in getting faster and slower together.</p> <p>PR3 Identify long and short sounds in music.</p> <p>PR4 Perform a rhythm to a given pulse.</p> <p>PR5 Begin to internalise and create rhythmic patterns.</p> <p>PR6 Accompany a chant or song by clapping or playing the pulse or rhythm.</p>	<p>PR1 Recognise rhythmic patterns.</p> <p>PR2 Perform a repeated pattern to a steady pulse.</p> <p>PR3 Identify and recall rhythmic and melodic patterns.</p> <p>PR4 Identify repeated patterns used in a variety of music. (Ostinato).</p>	<p>PR1 Identify different speeds of pulse (tempo) by clapping and moving.</p> <p>PR2 Improvise rhythm patterns.</p> <p>PR3 Perform an independent part keeping to a steady beat.</p> <p>PR4 Identify the metre of different songs through recognising the pattern of strong and weak beats.</p> <p>PR5 Subdivide the pulse while keeping to a steady beat</p>
<p><b>Exploring sounds, Improvising melody and accompaniment.</b></p> <p><b>EXP= Exploring sounds progression</b></p>	<p>EXP1 To explore different sound sources.</p> <p>EXP2 Make sounds and recognise how they can give a message.</p> <p>EXP3 Identify and name classroom instruments.</p> <p>EXP4 Create and choose sounds in response to a given stimulus.</p> <p>EXP5 Identify how sounds can be changed.</p>	<p>EXP1 Identify ways sounds are used to accompany a song.</p> <p>EXP2 Analyse and comment on how sounds are used to create different moods.</p> <p>EXP3 Explore and improvise / perform different types of accompaniment.</p> <p>EXP4 Explore and select different melodic patterns.</p>	<p>EXP1 Improvise ideas, which they can turn into compositions.</p> <p>EXP2 Improvise with instruments and take feedback on how they could change ideas.</p> <p>EXP3 Improvise using tuned percussion in response to a style of music.</p> <p>EXP4 Improvise a call and response with a partner that works in the style of music used.</p>

	<p>EXP6 Improve /Change sounds to reflect different stimuli. (call and response)</p>	<p>EXP5 Recognise and explore different combinations of pitch sounds.  EXP6 Improve with instruments with rhythm.  EXP7 Improve with instruments with pitch.</p>	
<p><b>Control of instruments</b></p> <p><b>INS = Instrument progression</b></p>	<p>INS 1 Play instruments in different ways and create sound effects.  INS 2 Handle and play instruments with control.  INS3 Identify different groups of instruments.</p>	<p>INS1 Identify melodic phrases and play them by ear.  INS2 Select instruments to describe visual images.  INS3 Choose instruments on the basis of internalised sounds.</p>	<p>INS1 Identify and control different ways percussion instruments make sounds.  INS2 Play accompaniments with control and accuracy.  INS3 Create different effects using combinations of pitched sounds.  INS4 Use ICT to change and manipulate sounds</p>
<p><b>Composition</b></p> <p><b>COM =Composition progression</b></p>	<p>COM1 Contribute to the creation of a class composition.</p> <p><i>Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.</i></p>	<p>COM1 Create textures by combining sounds in different ways.  COM2 Create music that describes contrasting moods/emotions.  COM3 Compose simple tunes based on the pentatonic scale and share them.  COM4 Compose music in pairs and make improvements to their own work.  COM5 Create an accompaniment to a known song.  COM6 Create descriptive music in pairs or small groups.</p>	<p>COM1 Identify different starting points or composing music.  COM2 Explore, select combine and exploit a range of different sounds to compose a soundscape.  COM3 Write lyrics to a known song/ their own version.  COM4 Compose a short song to own lyrics based on everyday phrases.  COM5 Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.</p>

<p><b>Reading and writing notation</b></p> <p><b>Notate= Notation Progression</b></p>	<p>NOTATE1 Perform long and short sounds in response to symbols.</p> <p>NOTATE2 Create long and short sounds on instruments.</p> <p>NOTATE3 Play and sing phrase from dot notation.</p> <p>NOTATE4 Record their own ideas.</p> <p>NOTATE5 Make their own symbols as part of a class score.</p>	<p>NOTATE1 Perform long and short sounds in response to symbols.</p> <p>NOTATE2 Create long and short sounds on instruments.</p> <p>NOTATE3 Play and sing phrase from dot notation.</p> <p>NOTATE 4 Record their own ideas and make improvements as they play.</p> <p>NOTATE5 Make their own symbols as part of a class score.</p>	<p>NOTATE1 Perform using notation as a support.</p> <p>NOTATE 2 Sing songs with staff notation as support.</p> <p>NOTATE 3 Refine notation after listening back and appraising.</p>
<p><b>Performance skills</b></p> <p><b>Per = Performance Progression</b></p>	<p>Per1 Perform together and follow instructions that combine the musical elements.</p>	<p>Per1 Perform in different ways, exploring the way the performers are a musical resource.</p> <p>Per2 Perform with awareness of different parts.</p>	<p>Per1 Present performances effectively with awareness of audience, venue and occasion.</p>
<p><b>Evaluating and appraising</b></p> <p><b>Ev = Evaluating and appraising Progression</b></p>	<p>Ev1 Choose sounds and instruments carefully, make improvements to their own and others' work.</p> <p>Ev2 Recognise and describe features/style of a musical genre/culture</p>	<p>Ev1 Recognise how music can reflect different intentions.</p> <p>Ev2 Recognise and describe features/style of a musical genre/culture</p>	<p>Ev1 Improve their work through analysis, evaluation and comparison.</p> <p>Ev2 Recognise and describe features/style of a musical genre/culture and compare to others learned.</p>



## Fairchildes Primary School – Keyboard Progression

Below is our intention for how our Keyboard Curriculum Sequence progresses. This enables us to have a clear vision of what we consider early success in playing an instrument looks like. This has been designed to build towards supporting the overall sequence of learner’s opportunities to become more musical in the whole curriculum.

We recognise that progress does not always follow the sequence and all learners are individual and may not achieve some steps, but may still reach the goal of becoming more musical.

<b>Intention for Keyboard Curriculum Sequence Year 3</b>	
Be aware of safe operation of the keyboard and respect/operation of the instrument.	
Start and stop playing on the adults request (e.g. tambourine)	
Consistently find and use right hand.	
Learn the correct hand position to allow side of thumb to rest on C	
Locate all the Cs on the keyboard and learn that the keyboard is organised into octaves.	
Learn the finger names 1 2 3 4 5 and isolate and play with each finger gaining control as they progress.	
Copy back simple patterns they are shown, locating the notes on their keyboard.	
Use non-standard notation using numbers and letters/symbols to play pieces using 2 then 3 notes.	
Play pieces collectively as a class in unison.	
Play as part of a small ensemble.	
Match the pulse of an accompaniment.	
Improvise patterns on their keyboard using correct hand placement.	
Learn the term stave, treble clef.	
Learn middle C on the stave and locate on their music.	
Use formal notation with letter support to play simple repeating pieces.	
Sing back melodies and note names when learning with the adult to assist memory retention of pieces.	
Clap back rhythms to develop awareness of timing and apply this to playing pieces.	
Memorise some pieces and revisit them regularly.	
Understand that practice and refinement = progress and show this demeanour.	
Learn pieces with 4-5 notes using correct fingers.	
Develop greater control of pulse, experimenting with different tempos.	
Play solo for the class	
Learn term rest and how these are pauses in the music.	
Learn terms crotchet, minim, quaver, semibreve	
Learn about bars, bar lines and add up note values	

Play using all 5 fingers with greater fluency and awareness of timing.	
Play simple piece with two hands (same notes side by side)	
Read C-G on the stave	
Learn Left Hand simple accompaniment to play with rest of class playing RH part.	
Play as a pair on their keyboard with accurate timing.	
Improvise ideas and compose a simple melody.	