

# Marston Moreteyne VC School

## Music Coverage and Progression

Pupils will have opportunities to 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. They will learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. Children will understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### Pre-School objectives linked to Music

Communication & Language - Enjoy singing, music and toys that make sounds; babble using sounds like 'baba' and 'mama'; use intonation, pitch and changing volume when 'talking'. Physical Development - Clap and stamp to music. Literacy - Enjoy songs and rhymes; Join in with songs and rhymes; Say some of the words in songs and rhymes; Sing songs and say rhymes independently. Expressive Arts and Design - Show attention to sounds and music, Respond emotionally and physically to music when it changes, Move and dance to music, Explore their voices and enjoy making sounds, Join in with songs and rhymes, Make rhythmical and repetitive sounds, Explore a range of sound makers and instruments and play them in different ways, Enjoy and take part in action songs.

### Reception objectives linked to Music

**We have selected the Early Learning Goals that link most closely to the Music National Curriculum.**

Communication & Language - Sing a large repertoire of songs. Physical Development - Skip, hop, stand on one leg and hold a pose for a game like musical statues; increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. Expressive Arts and Design - Remember and sing entire songs; Sing the pitch of a tone sung by another person; Sing the melodic shape 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; Sing in a group or on their own, increasingly matching the pitch and following the melody; Explore and engage in music making and dance, performing solo or in groups.

Stand	Year 1	Year 2	Year 3	Year 4
<b>National Curriculum for Music (DfE 2013) shows coverage for the End of each Key Stage (up to Y6)</b>				
<b>Performing</b>	use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically		play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	
<b>Listening</b>	listen with concentration and understanding to a range of high-quality live and recorded music		listen with attention to detail and recall sounds with increasing aural memory	

<p><b>Reviewing and Evaluating</b></p>	<p>Review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</p>	<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.</p>
<p><b>Singing</b></p>	<p>use their voices expressively and creatively by singing a range of songs</p>	<p>perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p>
<p><b>Composing</b></p>	<p>experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>
<p><b>Notation</b></p>		<p>use and understand staff and other musical notations</p>
<p><b>Dimensions of Music- Pulse, rhythm, tempo, pitch, dynamics</b></p>	<p>play tuned and untuned instruments musically; experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music</p>

YEAR ONE	Strand	Children are taught to...	Topic	Lesson coverage
	Performing	Use their voices expressively and creatively by singing songs and speaking chants and rhymes; play tuned and untuned instruments musically	Dinosaur Planet	<ul style="list-style-type: none"> <li>Learning to play and perform with a range of percussion instruments</li> </ul>
			Rio De Vida	<ul style="list-style-type: none"> <li>Class performance of carnival music - singing songs and using made instruments to accompany their singing</li> </ul>
			Bright Lights, Big City	<ul style="list-style-type: none"> <li>Rhymes and chants about London</li> </ul>
			Enchanted Woodland	<ul style="list-style-type: none"> <li>Singing traditional songs with new topic related words</li> </ul>
			Superheroes	<ul style="list-style-type: none"> <li>Demonstrate understanding of pitch and tempo using voices</li> </ul>
		Play tuned and untuned instruments musically	Memory Box	<ul style="list-style-type: none"> <li>Explore the different way to make sounds with untuned percussion instruments - tapping, shaking, scraping</li> </ul>
			Rio de Vida	<ul style="list-style-type: none"> <li>Recreate samba rhythms using untuned percussion instruments</li> <li>Exploring how different sounds can be created by various Brazilian instruments</li> </ul>
			Superheroes	<ul style="list-style-type: none"> <li>Perform superhero compositions as a group to the rest of the class</li> <li>Demonstrate understanding of pitch using tuned percussion instruments</li> </ul>
			Dinosaur Planet	<ul style="list-style-type: none"> <li>Recap how to play percussion instruments and the sounds that they make</li> </ul>
		Listening	Listen with concentration and understanding to a range of high-quality live and recorded music	Bright Lights, Big City
Memory Box	<ul style="list-style-type: none"> <li>Listen to Autumn by Vivaldi and talk about how it makes them feel</li> </ul>			
Rio De Vida	<ul style="list-style-type: none"> <li>Listen to different styles of music experienced at Carnival - samba</li> <li>Identifying features of music through listening</li> <li>Listening to traditional Brazilian instruments in order to recreate sounds and rhythm</li> </ul>			
Superheroes	<ul style="list-style-type: none"> <li>Listen to superhero theme tunes and use hand gestures to demonstrate understanding of pitch</li> <li>Listen to music - William Tell Overture - to identify tempo and dynamics</li> <li>Listen to each other's' compositions and respond by explaining what they like and describing the features</li> </ul>			
Dinosaur Planet	<ul style="list-style-type: none"> <li>Listen to percussion music - Evelyn Glennie -</li> <li>Listen to sounds of hidden instruments and guess the instrument</li> </ul>			

Reviewing and Evaluating	Review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	Rio de Vida	<ul style="list-style-type: none"> <li>Expressing feelings and thoughts about different genres of music</li> <li>Using adjectives to describe samba music and talk about how it makes them feel</li> </ul>
		Dinosaur Planet	<ul style="list-style-type: none"> <li>Look at how Evelyn Glennie plays percussion instruments by feeling the vibration of the sounds - talk about what they hear</li> </ul>
Singing	Use their voices expressively and creatively by singing a range of songs	Memory Box	<ul style="list-style-type: none"> <li>Traditional songs and nursery rhymes</li> <li>Harvest festival songs</li> </ul>
		Rio de Vida	<ul style="list-style-type: none"> <li>Linked to English lesson - singing a familiar song</li> </ul>
		Bright Lights, Big City	<ul style="list-style-type: none"> <li>Traditional songs about London</li> </ul>
		Enchanted Woodland	<ul style="list-style-type: none"> <li>Singing traditional songs with new topic related words</li> <li>Songs for Spring Sing</li> </ul>
		Superheroes	<ul style="list-style-type: none"> <li>Songs for Spring Sing</li> </ul>
Composing	Experiment with, create, select and combine sounds using the inter-related dimensions of music	Dinosaur Planet	<ul style="list-style-type: none"> <li>Make up own body percussion rhythms to accompany Walk the Dinosaur</li> <li>Compose music to accompany The Wiggles: Dippy Do Dinosaur Dance</li> </ul>
		Rio de Vida	<ul style="list-style-type: none"> <li>Using different instruments to create their own samba music</li> <li>Linked to English lesson - singing a familiar song and changing the words to reflect mythical creatures</li> </ul>
		Enchanted Woodland	<ul style="list-style-type: none"> <li>Compose new words for traditional rhymes to reflect the topic</li> </ul>
		Superheroes	<ul style="list-style-type: none"> <li>Compose superhero theme music through exploration of pitch, tempo, duration and dynamics - compose a pattern of sounds using tuned instruments</li> </ul>
Notation	Use drawings and patterns to represent sounds	Dinosaur Planet	<ul style="list-style-type: none"> <li>Record Walk the Dinosaur compositions using simple drawings and symbols</li> </ul>
Dimensions of music	Play tuned and untuned instruments musically; experiment with, create, select and combine sounds using the inter-related dimensions of music	Rio de Vida	<ul style="list-style-type: none"> <li>Clapping and moving bodies to the pulse of samba music showing an awareness of rhythm</li> <li>Identify tempo and dynamics in Brazilian music</li> </ul>
		Superheroes	<ul style="list-style-type: none"> <li>Demonstrate understanding of pitch using voices and how to use hand gestures to represent the pitch of a note</li> </ul>
		Dinosaur Planet	<ul style="list-style-type: none"> <li>Using body percussion to accompany music</li> </ul>

Strand	Children are taught to...	Topic	Lesson coverage
Performing	use their voices expressively and creatively by singing songs and speaking chants and rhymes	Towers, Tunnels and Turrets	<ul style="list-style-type: none"> <li>Learn a range of songs in different styles and perform them as part of a Christmas play</li> </ul>
		Scented Garden	<ul style="list-style-type: none"> <li>Revise and learn songs to perform at the Spring Sing</li> </ul>
	play tuned and untuned instruments musically	Towers, Tunnels and Turrets	<ul style="list-style-type: none"> <li>Begin to learn to play the ocarina and practise on a weekly basis: Twinkle Twinkle and Jingle Bells</li> </ul>
		Scented Garden	<ul style="list-style-type: none"> <li>Continue to practise the ocarina: learn London's Burning and Frere Jacques</li> </ul>
		Muck, Mess and Mixtures	<ul style="list-style-type: none"> <li>Use of untuned percussion instruments to explore rhythm and pulse</li> </ul>
		Movers and Shakers	<ul style="list-style-type: none"> <li>Continue to practise the ocarina: learn Old MacDonald and Kumbayah</li> </ul>
		Wriggle and Crawl	<ul style="list-style-type: none"> <li>Continue to practise the ocarina and refine their technique</li> </ul>
Land Ahoy	<ul style="list-style-type: none"> <li>Perform an ocarina concert to the parents</li> </ul>		
Listening	listen with concentration and understanding to a range of high-quality live and recorded music	Wriggle and Crawl	<ul style="list-style-type: none"> <li>Listen to different styles of music: classical, pop, calypso, rap, hip hop and talk about what they like/dislike and the elements that make up the style of music</li> <li>Listen to Peter and the Wolf by Prokofiev</li> </ul>
		Movers and Shakers	<ul style="list-style-type: none"> <li>Listen to a range of music by well-known composers from different musical periods</li> </ul>
		Land Ahoy	<ul style="list-style-type: none"> <li>Listen to sea shanties: The Wellerman by Nathan Evans and others suggested in the topic</li> <li>Listen to good examples of singing and consider how voices are used - Pentatonix - to create amazing effects</li> </ul>
Reviewing and Evaluating	Review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.	Movers and Shakers	<ul style="list-style-type: none"> <li>Learn about composers from the Renaissance, Baroque, Classical, Romantic and Modern periods: Thomas Tallis, George Friedrich Handel, Wolfgang Amadeus Mozart, Peter Ilyich Tchaikovsky, Ennio Morricone</li> </ul>
		Wriggle and Crawl	<ul style="list-style-type: none"> <li>Explore how instrumental sounds are used to create effects and represent stories through listening to Peter and the Wolf by Prokofiev</li> <li>Become familiar with the sounds of orchestral instruments</li> </ul>
Singing	use their voices expressively and creatively by singing a range of songs	Scented Garden	<ul style="list-style-type: none"> <li>Revise and learn songs to perform at the Spring Sing</li> </ul>
		Land Ahoy	<ul style="list-style-type: none"> <li>Sea shanties</li> <li>Consider warm up exercises to train voices and improve vocal performance</li> <li>Learn to sing simple parts as a round: London's Burning and Frere Jacques</li> </ul>

		<b>Towers, Tunnels and Turrets</b>	<ul style="list-style-type: none"> <li>Begin to practise and rehearse songs for Christmas performance</li> </ul>
<b>Composing</b>	experiment with, create, select and combine sounds using the inter-related dimensions of music	<b>The Scented Garden</b>	<ul style="list-style-type: none"> <li>Own compositions using untuned percussion instruments - focus on rhythm and pulse, duration, pitch and tempo</li> </ul>
		<b>Muck, Mess and Mixtures</b>	<ul style="list-style-type: none"> <li>Using computer programs to compose music</li> <li>Create rhythm patterns as a body orchestra</li> </ul>
<b>Notation</b>	recognise musical notes and know about their duration	<b>Muck, Mess and Mixtures</b>	<ul style="list-style-type: none"> <li>Learn names for crotchet, quaver, minim and semibreve and know their duration</li> </ul>
	use symbols and drawings to represent compositions	<b>Scented Garden</b>	<ul style="list-style-type: none"> <li>Recap note names and their duration</li> <li>Begin to learn note names and look at where they are placed on the staff</li> <li>Record their compositions in drawings and symbols</li> </ul>
<b>Dimensions of Music</b>	play tuned and untuned instruments musically; experiment with, create, select and combine sounds using the inter-related dimensions of music	<b>The Scented Garden</b>	<ul style="list-style-type: none"> <li>Explore pitch</li> <li>Recap rhythm and pulse and explore clapping a steady beat and rhythm at the same time</li> </ul>
		<b>Muck, Mess and Mixtures</b>	<ul style="list-style-type: none"> <li>Explore rhythm and pulse through singing familiar songs and exploring untuned percussion instruments</li> </ul>
		<b>Wriggle and Crawl</b>	<ul style="list-style-type: none"> <li>Explore tempo, duration, pitch, timbre through use of tuned and untuned percussion instruments</li> </ul>

Strand	In LKS2 Children are taught to...	Topic	Lesson coverage
Performing	play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression	Scrumdiddlyumptious	<ul style="list-style-type: none"> <li>Explore their voices to sing in a range of ways - loud, quiet, fast, slow, high, low. Learn to sing the song Food Glorious Food - small groups perform to each other.</li> </ul>
	play musical instruments with increasing accuracy, fluency, control and expression	Tremors	<ul style="list-style-type: none"> <li>Explore the sound of a range of untuned percussion instruments and consider how to use them to create volcanic sounds in order to create a group soundscape. Practise compositions along with video of a volcano erupting. Perform soundscapes to rest of class.</li> </ul>
Listening	listen with attention to detail and recall sounds with increasing aural memory listen and respond to pieces of music written around the same theme	Tremors	<ul style="list-style-type: none"> <li>Listen to volcanic sounds and describe what they hear.</li> </ul>
		Mighty Metals	<ul style="list-style-type: none"> <li>Listen to and explore a range of drumming styles - Phil Collins, Steel Pans, The White Stripes, ACDC</li> </ul>
		Gods and Mortals	<ul style="list-style-type: none"> <li>Greek music: listen to a range of music by Greek composers and explore how the music makes them feel; what aspects of the music influence the way they feel - tempo, tone, rhythm, dynamics, pitch.</li> </ul>
Reviewing and Evaluating	<p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians;</p> <p>describe the lives and music of Romantic composers</p> <p>develop an understanding of the history of music</p>	Scrumdiddlyumptious	<ul style="list-style-type: none"> <li>Frederic Chopin; Georges Bizet; Clara Schumann ; investigate the lives and music of these Romantic composers. Children listen to and talk about music that these composers have written and know about popular themes, characteristics and instrumentation of the period. Be able to explain how the music makes them feel, any pictures they can visualise and imagine. Use drawing to explore their ideas.</li> </ul>
Singing	perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression	Scrumdiddlyumptious	<ul style="list-style-type: none"> <li>Food Glorious Food - see above in Performing.</li> </ul>
		Tremors	<ul style="list-style-type: none"> <li>Songs to perform at Christingle celebration. Learn a range of Christmas songs from different countries and traditions. Learn to sing melodically and rhythmically paying attention to dynamics, tempo and timbre.</li> </ul>
		Mighty Metals	<ul style="list-style-type: none"> <li>Harvest singing - children learn to sing and perform a range of songs paying attention to expression and musical elements of pitch, tempo and dynamics.</li> </ul>
		Predators	<ul style="list-style-type: none"> <li>The Spring Sing: learn and practise a range of songs to perform to parents as a celebration of singing.</li> </ul>
Composing	improvise and compose music for a range of purposes using the inter-related dimensions of music	Scrumdiddlyumptious	<ul style="list-style-type: none"> <li>Body percussion: continue to explore body sounds and combine them to compose sequences of sounds.</li> </ul>
		Gods and Mortals	<ul style="list-style-type: none"> <li>Use untuned percussion instruments to create sounds to represent sounds that might be heard in a Greek marketplace.</li> </ul>
		Tremors	<ul style="list-style-type: none"> <li>Volcano soundscape; Pompeii soundscape ( see above in Performing and Listening section).</li> </ul>

	<b>Notation</b>	use and understand staff and other musical notations	<b>Scrumdiddlyumptious</b>	<ul style="list-style-type: none"> <li>Record in drawing and symbols their body percussion compositions.</li> </ul>
		record compositions using notes or pictures recognise and respond to invented musical notation and symbols	<b>Predators</b>	<ul style="list-style-type: none"> <li>Body percussion: investigate how body sounds can be used to create rhythm patterns. Explore body and vocal sounds and copy rhythm patterns. In groups or pairs, link body and vocal sounds together to create a series of rhythm patterns.</li> </ul>
	<b>Dimensions of Music</b>	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music recognise and describe changes in a piece of music using musical vocabulary identify pulse in a piece of music realising that 2,3,or 4 beats to the bar can be counted	<b>Scrumdiddlyumptious</b>	<ul style="list-style-type: none"> <li>Explore rhythm and pulse: learn the difference between them. Copy rhythm patterns and create their own.</li> </ul>
			<b>Predators</b>	<ul style="list-style-type: none"> <li>Pulse and rhythm related to body percussion</li> </ul>
			<b>Gods and Mortals</b>	<ul style="list-style-type: none"> <li>Pulse and rhythm through exploring the music of Ed Sheeran and Michael Jackson</li> <li>Use musical terms to describe Greek music (see Listening section above).</li> </ul>

YEAR FOUR

Strand	Children are taught to...	Topic	Lesson coverage
Performing	play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression	<b>We'll Meet Again</b>	<ul style="list-style-type: none"> <li>Learn to sing and perform a range of World War II songs as well as Christmas songs</li> </ul>
	play musical instruments with increasing accuracy, fluency, control and expression	<b>I am Warrior</b>	<ul style="list-style-type: none"> <li>Perform guitars to an audience</li> </ul>
Listening	listen with attention to detail and recall sounds with increasing aural memory	<b>Road Trip UK</b>	<ul style="list-style-type: none"> <li>Music of British composers and musicians of the late 20<sup>th</sup> Century: Elton John, David Bowie, The Beatles, Stormzy. Discuss features of the different musical styles.</li> </ul>
Reviewing and Evaluating	appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and genres and from great composers and musicians  describe how different instruments are used throughout a piece of music to add interest and meaning	<b>Road Trip UK</b>	<ul style="list-style-type: none"> <li>Recap on British composers and musicians and explore the different genres reflected in their music. Comment on how the music makes them feel.</li> <li>Learn about and research British composers and musicians: explore traditions and genres from the Medieval period onwards finishing with modern composers and musicians - discuss features of their music and how it makes them feel</li> </ul>
	develop an understanding of the history of music  describe the lives and music of famous popular musicians from the late 20 <sup>th</sup> Century	<b>We'll Meet Again</b>	<ul style="list-style-type: none"> <li>Composers from the late 20<sup>th</sup> century</li> </ul>
Singing	perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression	<b>We'll Meet Again</b>	<ul style="list-style-type: none"> <li>World War II songs</li> </ul>
	sing music from notation or memory	<b>Road Trip UK</b>	<ul style="list-style-type: none"> <li>Learn a range of Christmas songs to perform at a Carol service</li> </ul>
Composing	improvise and compose a sequence of sounds or vocals for different instruments and a range of purposes using the inter-related dimensions of music	<b>Burps, Bottoms and Bile</b>	<ul style="list-style-type: none"> <li>Play and create simple repeated rhythmic patterns (ostinato)</li> </ul>
	play and create repeated rhythmic patterns	<b>Road Trip UK</b>	<ul style="list-style-type: none"> <li>Improvise and compose a sequence of sounds for different instruments</li> </ul>
Notation	use and understand staff and other musical notations, record compositions using standard or invented notation	<b>We'll Meet Again</b>	<ul style="list-style-type: none"> <li>Play and sing songs from simple notation</li> </ul>
	play or sing simple melodies from standard or invented musical notation and symbols	<b>Road Trip UK</b>	<ul style="list-style-type: none"> <li>Learn to play simple chords on the guitar and play from standard notation</li> </ul>
		<b>Burps, Bottoms and Bile</b>	<ul style="list-style-type: none"> <li>Sing songs from notation and pay attention to musical directions regarding pitch, dynamics and tempo</li> <li>Record compositions using standard or invented notation</li> </ul>
Dimensions of Music	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music	<b>Burps, Bottoms and Bile</b>	<ul style="list-style-type: none"> <li>Play and create simple repeated rhythmic patterns (ostinato)</li> </ul>

