

Hampton Hargate Primary School - Progressive Music Curriculum (Points to be covered) with Schemes of Learning

Topic	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Pitches / Keys</b>	<ul style="list-style-type: none"> <li>Using voice to match and follow pitch</li> </ul>	<ul style="list-style-type: none"> <li>Pitch is high and low</li> <li>No notation used</li> <li>Use of glockenspiels to play 2 notes back</li> </ul>	<ul style="list-style-type: none"> <li>Pitch is high and low</li> <li>Notes C, D, E, F and G to compose / improvise</li> <li><b>Performances</b> on instruments (glockenspiels) within a range of a 5<sup>th</sup></li> </ul>	<ul style="list-style-type: none"> <li>Reading C, D, E, F, G on TC stave</li> </ul>	<p><b>YEAR 3 PLUS</b></p> <ul style="list-style-type: none"> <li>Reading C to C on TC stave</li> </ul>	<p><b>YEAR 3 and 4 PLUS</b></p> <ul style="list-style-type: none"> <li>Reading whole of Treble clef stave</li> </ul>	<p><b>YEAR 3, 4 and 5 PLUS</b></p> <ul style="list-style-type: none"> <li>Reading whole of treble clef stave plus key of G and F</li> </ul>
<b>Rhythm</b>	<ul style="list-style-type: none"> <li>Copying simple rhythm pattern or number of beats on instruments</li> <li>Play along developing awareness of beat</li> </ul>	<ul style="list-style-type: none"> <li>Clap back rhythms</li> <li>Find the pulse in a range of music</li> <li>Basic use of crotchets as one beat notes (names not necessarily known)</li> </ul>	<ul style="list-style-type: none"> <li>Basic 4 beat rhythms clapped back. More able students to improvise for class to clap back</li> <li>Understanding of crotchets and minims</li> <li>To know music has a steady pulse that is DIFFERENT to a rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Time Signature 2, 3 &amp; 4</li> <li>Bar lines</li> <li>Crotchets, quavers and minims</li> <li>Crotchet rests</li> </ul>	<p><b>YEAR 3 PLUS</b></p> <ul style="list-style-type: none"> <li>Quavers</li> <li>Minim rests</li> </ul>	<p><b>YEAR 3 and 4 PLUS</b></p> <ul style="list-style-type: none"> <li>Semi-breves</li> <li>Dotted minims</li> <li>Quaver rests</li> </ul>	<p><b>YEAR 3, 4 and 5 PLUS</b></p> <ul style="list-style-type: none"> <li>Dotted crotchets</li> <li>EXTENSION: Swing rhythms</li> </ul>
<b>Singing</b>	<ul style="list-style-type: none"> <li>Sing melodic shapes (UP and down) of familiar songs / well known nursery rhymes</li> </ul>	<ul style="list-style-type: none"> <li>Simple step-ward melodies using call and response</li> </ul>	<ul style="list-style-type: none"> <li>Appropriate songs form within Charanga</li> <li>Melodies generally within range of 5<sup>th</sup></li> <li>To confidently perform songs to class / teacher / audience</li> </ul>	<ul style="list-style-type: none"> <li>Mainly stepwise melodies</li> <li>Diatonic</li> <li>Some counterpoint melodies in parts</li> <li>Short phrases</li> </ul>	<p><b>YEAR 3 PLUS</b></p> <ul style="list-style-type: none"> <li>Leaps in melodies of a third to fifth, some octaves</li> <li>More challenging rhythms, some melisma</li> <li>Longer phrases</li> </ul>	<p><b>YEAR 3 and 4 PLUS</b></p> <ul style="list-style-type: none"> <li>Trickier rhythms in words</li> <li>More control in breathing longer phrases</li> </ul>	<p><b>YEAR 3, 4 and 5 PLUS</b></p> <ul style="list-style-type: none"> <li>Basic third and fifth harmonies in songs</li> <li>Comfortable in breathing phrases</li> </ul>
<ul style="list-style-type: none"> <li>Singing assemblies are used to develop singing across the whole of KS1 and 2</li> </ul>							
<b>Performing (Keyboards)</b>	<ul style="list-style-type: none"> <li>Explore and engage in music making, performing solo or in groups</li> <li>Perform songs, rhymes and poems and stories with others and try to move in time with music</li> </ul>	<ul style="list-style-type: none"> <li>Classroom percussion to be used as appropriate, and names to be known.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom percussion to be used as appropriate, and names to be known.</li> </ul>	<ul style="list-style-type: none"> <li>Notes played with varied fingers and hands</li> </ul>	<ul style="list-style-type: none"> <li>Play within an octave but fingers may be doubled / two hands used</li> </ul>	<ul style="list-style-type: none"> <li>Play within an octave one hand</li> <li>Hand two doubles hand one</li> </ul>	<ul style="list-style-type: none"> <li>Play within an octave one hand</li> <li>Play within an octave two hands independently</li> </ul>
<b>Performing (Ukulele) DEVELOPMENT POINT – NO INSTRUMENTS TO DATE</b>		<ul style="list-style-type: none"> <li>Classroom percussion to be used as appropriate, and names to be known.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom percussion to be used as appropriate, and names to be known.</li> </ul>	<ul style="list-style-type: none"> <li>Two chords / change between</li> </ul>	<ul style="list-style-type: none"> <li>Three chords / change between them</li> </ul>		

<b>Composing</b>	<ul style="list-style-type: none"> <li>• Play instruments with increasing control to express feelings and ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Use of 1 / 3 / 5 notes prescribed to create simple melodies. NO sense of rhythm to these necessarily</li> </ul>	<ul style="list-style-type: none"> <li>• Up to 5 notes to create melodies on glockenspiels</li> </ul>	<ul style="list-style-type: none"> <li>• Create through improvisation 4 beat rhythm. Simple melody</li> <li>• Create, follow and perform a simple graphic score</li> <li>• Use sounds to create story / poem</li> </ul>	<p><b>YEAR 3 PLUS</b></p> <ul style="list-style-type: none"> <li>• Improvise / create 4 beat rhythm within given structure</li> <li>• Awareness of effect of tempo, dynamics, pitch, timbre and texture on sounds</li> <li>• Use basic notation to write simple rhythms and pitches</li> <li>• Create a graphic score for peers to recreate</li> </ul>	<p><b>YEAR 3 and 4 PLUS</b></p> <ul style="list-style-type: none"> <li>• Improvise with more confidence</li> <li>• Create music FOR AN OCCASION considering the elements of music</li> <li>• Rehearse own compositions</li> </ul>	<p><b>YEAR 3, 4 and 5 PLUS</b></p> <ul style="list-style-type: none"> <li>• Basic rhythm dictation</li> <li>• explain how their choices reflect the purpose of the composition</li> <li>• Use music technology to create a simple composition for a given purpose</li> </ul>
<b>Listening / Genres</b>		<ul style="list-style-type: none"> <li>• Basic introduction to different genres through small listening examples. To include: <ul style="list-style-type: none"> <li>• Rock</li> <li>• Reggae</li> <li>• Pop</li> <li>• Classical</li> <li>• Afropop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Basic introduction to different genres through small listening examples. To include: <ul style="list-style-type: none"> <li>• Rock</li> <li>• Reggae</li> <li>• Pop</li> <li>• Classical</li> <li>• Afropop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Listen to longer pieces and extracts from different genres/cultures</li> <li>• Recognise texture</li> <li>• Discuss speed, (tempo), loudness (dynamics), whether it is high or low (pitch), which instrumental sounds are used (timbres) and how many layers of sound are present (texture)</li> <li>• Recognise when a piece of music changes between themes or sections (structure)</li> <li>• Recognise orchestra families / Pop band / other genres of ensemble</li> <li>• Recognise commonly heard instruments by their sound</li> <li>• Confidently find the pulse whilst listening to music</li> </ul>	<p><b>YEAR 3 PLUS</b></p> <ul style="list-style-type: none"> <li>• Recognise specific instruments, as well as families (e.g., Keyboard / piano / organ rather than just "Piano")</li> <li>• Use basic musical terms for each element – forte / piano, allegro / adagio, high / low, thin / thick etc</li> <li>• Maintain a pulse whilst others play a different rhythm / pulse</li> </ul>	<p><b>YEAR 3 and 4 PLUS</b></p> <ul style="list-style-type: none"> <li>• More musical language used</li> <li>• Explain likes and dislikes with a musical perspective</li> </ul>	<p><b>YEAR 3, 4 and 5 PLUS</b></p> <ul style="list-style-type: none"> <li>• Listen to music with focus, using listening skills to identify and talk about musical elements and instruments by name</li> <li>• Talk about how musical elements have been used to create a mood or effect</li> <li>• Develop an increasing understanding of how music has evolved through history and in different contexts</li> <li>• Appraise peers' work positively and respectfully, justifying suggestions in the context of the task set</li> </ul>
<b>Genres</b>		<ul style="list-style-type: none"> <li>• Basic introduction to different genres through small listening examples. To include: <ul style="list-style-type: none"> <li>• Rock</li> <li>• Reggae</li> <li>• Pop</li> <li>• Classical</li> <li>• Afropop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Basic introduction to different genres through small listening examples. To include: <ul style="list-style-type: none"> <li>• Rock</li> <li>• Reggae</li> <li>• Pop</li> <li>• Classical</li> <li>• Afropop</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Pop vs Orchestral (different ensembles)</li> <li>• African</li> </ul>	<ul style="list-style-type: none"> <li>• Baroque / Classical</li> <li>• Indian</li> </ul>	<ul style="list-style-type: none"> <li>• Romantic (esp. ballet and operas)</li> <li>• Gamelan</li> </ul>	<ul style="list-style-type: none"> <li>• Modern era (1890 onwards)</li> <li>• Blues</li> <li>• Hip Hop</li> </ul>

<b>Famous musicians</b>	<ul style="list-style-type: none"> <li>As per the Charanga scheme of learning</li> </ul>	<ul style="list-style-type: none"> <li>As per the Charanga scheme of learning</li> </ul>	<ul style="list-style-type: none"> <li>As per the Charanga scheme of learning</li> </ul>	<ul style="list-style-type: none"> <li>Orchestral conductors e.g. Simon Rattle</li> <li>Pop bands e.g. Beatles</li> <li>African drumming groups</li> </ul>	<ul style="list-style-type: none"> <li>J.S. Bach OR Haydn</li> <li>Mozart and Beethoven</li> <li>Evelyn Glennie</li> <li>Ravi Shankar</li> </ul>	<ul style="list-style-type: none"> <li>Beethoven</li> <li>Tchaikovsky</li> <li>Berlioz</li> </ul>	<ul style="list-style-type: none"> <li>Benjamin Britten</li> <li>Various Blues musicians</li> <li>Eminem</li> </ul>
<ul style="list-style-type: none"> <li><b>Musician of the month used across whole school to develop understanding of famous musicians.</b></li> </ul>							

Years 1 & 2 taught using Charanga Programme. Years 3 – 6 through specialist written schemes of work