



Gotham Primary Music Progression Planning

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Know and repeat simple word chants or clapping patterns, e.g. tea, coffee</p> <p>Know, clap along and move to the steady beat in simple songs.</p> <p>Know when music is loud or quiet.</p> <p>Know and perform simple songs</p> <p>Know how to play some simple musical instruments and create own music</p>	<p>Know what a rhythm pattern is.</p> <p>Know and perform short repeating rhythm patterns while keeping in time with steady beat.</p> <p>Know and perform the rhythm pattern linked to a word chant</p> <p>Know, clap along and move to the steady beat in a range of music. (pulse)</p> <p>Identify, make and control long and short sounds (duration).</p> <p>Know which note is high or low from a choice of 2. (pitch)</p> <p>Identify and make loud and quiet sounds. (dynamics)</p> <p>Identify and create fast and slow music (tempo)</p> <p>Know that technology can be used to capture, change and combine sounds e.g. Isle of Tunes.</p> <p>Know songs, chants, pentatonic songs and call and response songs.</p>	<p>Know duration of crotchets, paired quavers and crotchets rests.</p> <p>Know stick notation for crotchets, paired quavers and crotchets rests.</p> <p>Know the meaning of written rhythm patterns and chant or perform them.</p> <p>Know the meaning of pulse. Clap the pulse when listening to music. Know when the tempo changes.</p> <p>Know that a rhythm is a combination of notes of different duration.</p> <p>Know the meaning of pitch and order notes into a high to low or low to high sequence (3 notes)</p> <p>Know and use dynamics and tempo when performing simple music</p> <p>Know that different effects can be created by playing instruments in a range of ways</p> <p>Know that technology can be used to create planned music e.g. Isle of Tunes, garage band.</p> <p>Know that music can be recorded in graphic scores. Create own graphic scores.</p> <p>Know songs with a small pitch range, pitch accurately.</p>	<p>Improvise and invent short 'on the spot' responses using a limited note range.</p> <p>Compose to different stimuli.</p> <p>Perform call and response music.</p> <p>Know the staff, lines and spaces, and clef. Use dot notation to show higher or lower pitch.</p> <p>Know the meaning of written rhythms and perform word chants.</p> <p>Know the meaning of timbre and how it is used within music.</p> <p>Know the meaning of the word texture in music. Create music with different textures.</p> <p>Identify music from the historical times that they have studied. Explain the similarities and differences between the music.</p> <p>Use technology to record and play own compositions or improvisations.</p> <p>Know a range of unison songs, sing with expression and simple dynamics.</p>	<p>Improvise on a limited range of pitches on a glockenspiel or instrument being learned.</p> <p>Know what a pentatonic scale is (5 pitches). Combine known rhythmic notation with up to 5 pitches to create a pentatonic phrase.</p> <p>Know how to record compositions using graphic scores, staff notation or technology.</p> <p>Perform in two parts.</p> <p>Know minims, crotchets, paired quavers and rests.</p> <p>Know and perform pitch notation within a C–G range.</p> <p>Know and perform simple rhythmic scores to a steady beat for known rhythms and note durations.</p> <p>Know the meaning of structure in music. Listen to and perform music with different structures.</p> <p>Know the importance of music in different cultures, traditions and memorable experiences.</p> <p>Know a range of unison songs, follow directions for getting louder and quieter.</p> <p>Know some rounds.</p>	<p>Improvise over a simple groove or drone, using tuned percussion and a range of dynamics.</p> <p>Compose music to evoke specific atmosphere, mood or environment.</p> <p>Know what the ternary form is (ABA). Compose in this form using graphic scores, staff notation or technology.</p> <p>Perform in ensembles – two or more parts.</p> <p>Know semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers.</p> <p>Know and perform pitch notation within an octave (C-C)</p> <p>Know and play short rhythmic phrases for known rhythms and note durations.</p> <p>Know some 3 part rounds and partner songs. Sing in the correct style.</p> <p>Know some famous musicians and composers, discuss the similarities and differences in their music.</p>	<p>Improvise music with multiple sections including repetition.</p> <p>Know what an 8 or 16 beat melodic phrase is and compose one using the pentatonic scale (e.g. CDEFG)</p> <p>Use music apps to create and record music in ternary form.</p> <p>Know semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests</p> <p>Read and play from notation a four-bar phrase confidently identifying note names and durations.</p> <p>Read and play from rhythm notation in up to 4 parts that contain known rhythms and note durations.</p> <p>Know dynamic ranges e.g. very loud, very quiet and make decisions about them within own performances.</p> <p>Know some 3 and 4 part rounds and partner songs. Understand balance between parts.</p> <p>Know the part music has played in some parts of history e.g. the civil rights movement.</p> <p>Know and explain how music from famous composers and different periods of time have developed and changed</p>