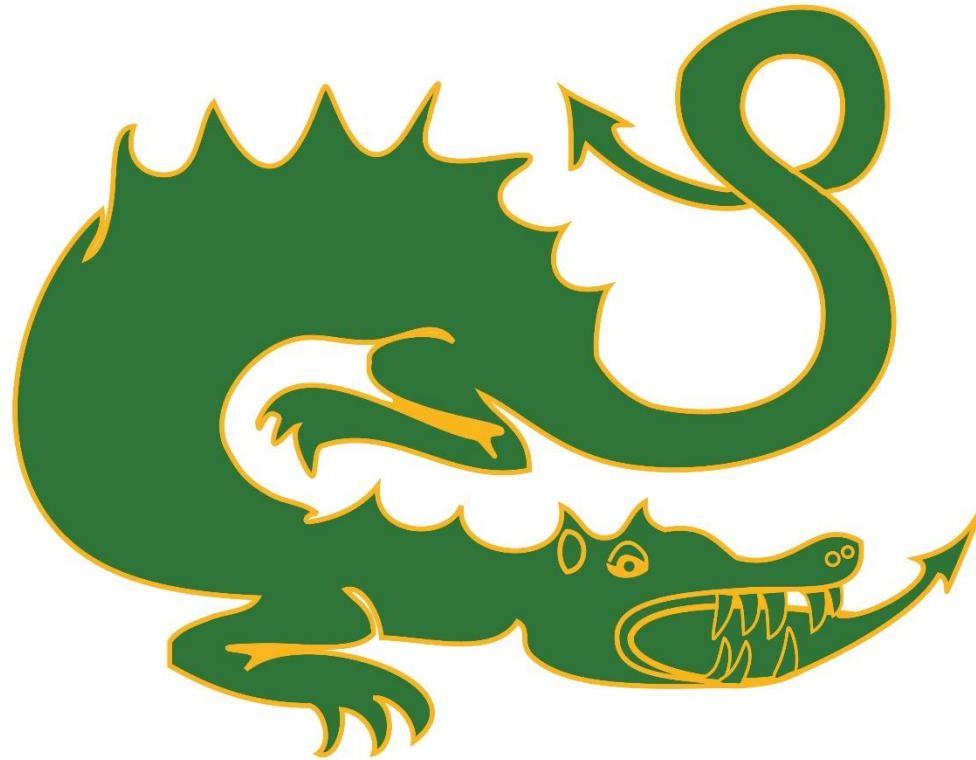


# Leechpool Music Skills Progression



MUSIC: AGE RELATED STATUTORY COVERAGE		
EYFS	KEY STAGE ONE LEARNING	KEY STAGE TWO LEARNING
<p><b>Expressive Arts and Design</b>  <b>Exploring and using media and materials</b>                      Begins to build a repertoire of songs</p> <ul style="list-style-type: none"> <li>• Explores the different sounds of instruments</li> </ul> <p><b>ELG</b>                      Children sing songs, make music.</p> <p><b>Being ImaginativeELG</b>                      They represent their own ideas, thoughts and feelings through music.</p>	<ul style="list-style-type: none"> <li>• use voices expressively and creatively by singing songs and speaking chants and rhymes (repetition is vital)</li> <li>• play tuned and untuned instruments musically</li> <li>• listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>• experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>

## Leechpool Music Skills and Knowledge Progression and Overview

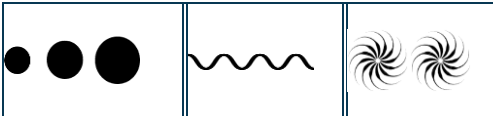

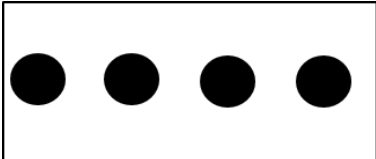
### Skills Map – Music

#### Early Years – Music

Performing	Composing	Appraising
<ul style="list-style-type: none"> <li>• use their voice to speak/sing/chant</li> <li>• Do they join in with singing</li> <li>• clap short rhythmic patterns</li> <li>• experiment with creating sounds with different instruments</li> <li>• Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making.</li> <li>• Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song.</li> </ul>	<ul style="list-style-type: none"> <li>• make a range of sounds with their voice</li> <li>• make a range of sounds with instruments</li> <li>• represent sounds pictorially</li> <li>• Creates music based on a theme eg creates the sounds of the seaside.</li> </ul>	<ul style="list-style-type: none"> <li>• say if they like or dislike a piece of music</li> <li>• identify and distinguish environmental sounds</li> <li>• Distinguishes and describes changes in music and compares pieces of music, eg “this music started fast and then became slow.” “This music had lots of instruments but this music only had voices.” “This music was spiky and this music was smooth.”</li> <li>• Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like floating on a boat.” “This music sounds like dinosaurs.”</li> <li>• begin to express how music makes them feel</li> </ul>
Early Years - Greater Depth		
<ul style="list-style-type: none"> <li>• perform a rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• begin to sequence sounds to create a rhythm or beat</li> <li>• repeat (short rhythmic and melodic) patterns</li> <li>• begin to read pictorial representations of music (e.g. colour-coded bells, music story maps)</li> </ul>	<ul style="list-style-type: none"> <li>• identify reasons why they like some music more than others</li> </ul>
Early Years - Singing		
<ul style="list-style-type: none"> <li>• Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another.</li> <li>• Able to sing the melodic shape (moving melody, eg up and down, down &amp; up) of familiar songs.</li> <li>• Sing entire songs.</li> </ul>	<p>Good repertoire for this age group includes:</p> <ul style="list-style-type: none"> <li>• Sing for Pleasure: <i>Boom Chicka Boom</i></li> <li>• Voices Foundation: <i>Have you Brought your Whispering Voice</i></li> <li>• Voices Foundation: <i>Hello, How are You</i></li> <li>• Bance: <i>Copy Kitten</i></li> <li>• Voicelinks: <i>I’m a Train</i></li> <li>• <i>Bounce High, Bounce Low</i></li> <li>• Singing Sherlock: <i>Dr Knickerbocker</i></li> <li>• <i>Dragon Dance</i></li> <li>• Trad. Bangladesh: <i>Mo matchi (Song of the Bees)</i></li> <li>• Trad. Ghana: <i>Kye Kye Kule</i></li> <li>• Trad. England: <i>An Acre of Land</i></li> </ul>	

Skills Map – Music

Year 1

Singing	Listening	Composing	Performing	Musicianship and Notation
<ul style="list-style-type: none"> <li>- To sing simple songs, chants and rhymes.</li> <li>- To sing collectively at the same pitch.</li> <li>- To respond to simple visual and musical direction.</li> <li>- To warm up the voice correctly.</li> <li>- To use the correct posture when singing.</li> </ul>	<ul style="list-style-type: none"> <li>- To express how they feel about a piece of music.</li> <li>- To recognise repeated patterns.</li> <li>- To find the pulse in a piece of music.</li> <li>- To identify changes in pulse, pitch, tempo and rhythm.</li> <li>- To recognise different genres.</li> <li>- To experience live and recorded music.</li> </ul>	<ul style="list-style-type: none"> <li>- To make a range of sounds with their voices.</li> <li>- To make a range of sounds with instruments.</li> <li>- To identify long and short sounds.</li> <li>- To improvise simple vocal chants.</li> <li>- To make a sequence of sounds for a purpose.</li> <li>- To use music technology to create and capture sounds.</li> <li>- To create graphic notation to represent sounds.</li> </ul> 	<ul style="list-style-type: none"> <li>- To perform simple songs, chants and rhythms from memory.</li> <li>- To use instruments to perform a simple piece.</li> <li>- To have an awareness of an audience.</li> <li>- To understand the difference between rhythm patterns and pitch patterns.</li> <li>- To clap a steady beat.</li> <li>- To clap short rhythmic patterns.</li> <li>- To use percussion to play repeated rhythmic patterns.</li> <li>- To use tuned instruments to play short pitched patterns.</li> <li>- To perform copycat rhythm patterns.</li> <li>- To perform word pattern chants to a rhythm.</li> <li>- To understand rhythmic notation.</li> </ul>  <ul style="list-style-type: none"> <li>- To explore percussion to enhance storytelling (e.g. Ascending scale to suggest Jack and Gill running up the hill.)</li> <li>- To explore pitch and rhythmic notation. (e.g. 4 dots to represent 4 taps on a drum.)</li> </ul> 	

Year 1 - Greater Depth

<ul style="list-style-type: none"> <li>- To identify what different sounds could be represented and justify why.</li> <li>- To identify texture (more than one sound at the same time).</li> </ul>	<ul style="list-style-type: none"> <li>- To repeat rhythmic and melodic patterns.</li> <li>- To give a reason for choosing an instrument.</li> </ul>	<ul style="list-style-type: none"> <li>- To perform a rhythm to a steady pulse accurately.</li> </ul>
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Year 1 Repertoire

- Sing for Pleasure: Boom Chicka Boom
- Voices Foundation: Have you Brought your Whispering Voice?
- Voices Foundation: Hello, How are You
- Bance: Copy Kitten
- Voicelinks: I'm a Train
- Bounce High, Bounce Low
- Singing Sherlock: Dr Knickerbocker

Foundation Listening

Classical Tradition and Film

Title	Composer	Period
Rondo alla Turca <sup>1</sup>	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century

Popular Music

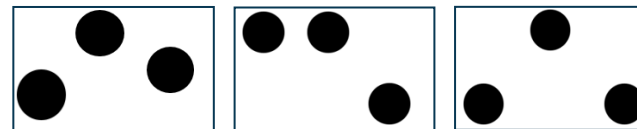
## Leechpool Music Skills and Knowledge Progression and Overview

<ul style="list-style-type: none"> <li>• Dragon Dance</li> <li>• Trad. Bangladesh: Mo matchi (Song of the Bees)</li> <li>• Trad. Ghana: Kye Kye Kule</li> <li>• Trad. England: An Acre of Land</li> </ul>	<b>Style</b>	<b>Title</b>	<b>Artist(s)</b>	
	<b>Art Pop</b>	<b>Wild Man</b>	<b>Kate Bush</b>	
	<b>Blues</b>	<b>Runaway Blues</b>	<b>Ma Rainey</b>	
<b>Musical Traditions</b>				
	<b>Country</b>	<b>Tradition</b>	<b>Title</b>	<b>Artist/Composer</b>
	<b>Brazil</b>	<b>Samba</b>	<b>Fanfarra (Cabua-Le-Le)</b>	<b>Sérgio Mendes/ Carlinhos Brown</b>
<b>Charanga Resources</b>				
<ul style="list-style-type: none"> <li>• Hey You! – Hip Hop</li> <li>• Rhythm in the Way we Walk – Reggae</li> <li>• Banana Rap – Hip Hop</li> <li>• In the Groove –Appreciation of Genres</li> <li>• Round and Round – Latin</li> <li>• Your imagination – Improvise and compose</li> </ul>				

**Skills Map – Music**

**Year 2**

Singing	Listening	Composing	Performing	Musicianship and Notation
<ul style="list-style-type: none"> <li>- To sing songs with a pitch range of do-so.</li> <li>- To sing short phrases solo within a singing game.</li> <li>- To sing with accurate pitch.</li> <li>- To follow a melody using their voice.</li> <li>- To sing songs as an ensemble.</li> <li>- To follow a conductor.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify key features of a piece of music.</li> <li>- To recognise and identify instruments in a piece of music.</li> <li>- To identify the pulse in a piece of music independently.</li> <li>- To identify instruments by sight.</li> <li>- To recall short rhythmic patterns they have heard.</li> <li>- To evaluate their own work, make improvements and justify changes.</li> <li>- To use the musical vocabulary to describe music they have heard.</li> <li>- To justify what they like and dislike about music they have heard.</li> </ul>	<ul style="list-style-type: none"> <li>- To improvise simple question and answer phrases with a partner.</li> <li>- To create music in response to a non-musical stimulus.</li> <li>- To order sounds to create a beginning, middle and end.</li> <li>- To represent sounds using graphic/dot/ stick notation with relevance.</li> <li>- To use technology to use particular sounds for an effect.</li> <li>- To compose short melodic patterns using 2 or 3 notes using their voice and tuned instruments.</li> <li>- To use particular sounds and dynamics to create an effect.</li> <li>- To use technology to create and capture sounds.</li> </ul>	<ul style="list-style-type: none"> <li>- To know the meaning of:                             <ul style="list-style-type: none"> <li>- <b>Pitch</b> low or high</li> <li>- <b>Dynamic</b> loud or quiet</li> <li>- <b>Tempo</b> fast or slow</li> <li>- <b>Pulse</b> a steady continuous beat</li> </ul> </li> <li>- To perform in an ensemble following instructions from a conductor.</li> <li>- To play a rhythmic pattern on an instrument.</li> <li>- To sing/clap a pulse, increasing and decreasing in tempo.</li> <li>- To have control when playing an instrument.</li> <li>- To perform musical patterns keeping a steady pulse.</li> <li>- To identify the first (strongest) beat in a phrase.</li> <li>- To perform and create copycat rhythm patterns.</li> <li>- To perform and create word pattern chants to a rhythm.</li> <li>- To understand rhythmic notation.</li> <li>- To understand and create stick notation:                             <ul style="list-style-type: none"> <li>- <b>Crotchets, Quaver, Crotchet rest.</b></li> </ul> </li> <li>- To create and perform their own chanted rhythm with stick notation.</li> <li>- To recognise dot notation and match it to 3 note tunes on tuned percussion.</li> </ul>	



**Year 2 - Greater Depth**

<ul style="list-style-type: none"> <li>- To identify when a change in dynamics (pitch, tempo, texture) is gradual or sudden and describe its effect.</li> </ul>	<ul style="list-style-type: none"> <li>- To use simple structures such as repetition and order in a piece of music.</li> <li>- To know that phrases are where we breathe in a song?</li> </ul>	<ul style="list-style-type: none"> <li>- To understand the importance of a warm up.</li> <li>- To sing/play rhythmic patterns with contrasting dynamics; keeping to the same pulse.</li> </ul>
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**Year 2 Repertoire**

- Little Sally Saucer
- Trad. Star Light, Star Bright, First Star I See Tonight
- Trad. Hey, Hey, Look at Me
- Trad. Rain, Rain Go Away
- Trad. Acka Backa
- Voicelinks: The King is in the Castle
- Young Voiceworks: Ebenezer Sneezzer
- Trad. Oats and Beans and Barley Grow
- Singing Sherlock 1: Teddy Bear Rock n Roll
- Trad. Oliver Cromwell
- Trad. Lovely Joan
- Trad. Searching for Lambs

**Foundation Listening**

**Classical Traditions**

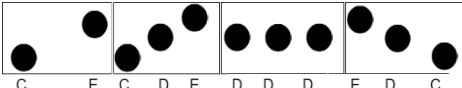
Title	Composer	Period
Night Ferry	Anna Clyne	21st Century
Bolero <sup>2</sup>	Ravel	20th Century
Rondo alla Turca	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century

**Popular Music**

Style	Title	Artist(s)

## Leechpool Music Skills and Knowledge Progression and Overview

<ul style="list-style-type: none"> <li>• Voicelinks: Fireworks</li> <li>• Trad. Bangladesh: Hatti – ma tim tim (An Imaginary Bird)</li> <li>• Trad. Bangladesh: Charti Kula beng (Four Fat Frogs)</li> <li>• Trad. Australia: I Got Kicked by a Kangaroo</li> <li>• Trad. America: Built My Lady a Fine Brick House</li> <li>• Sing Up: Paintbox</li> </ul>	<table border="1"> <tr> <td>Rock n Roll</td> <td>Hound Dog</td> <td>Elvis Presley</td> </tr> <tr> <td>Pop</td> <td>With A Little Help from My Friends</td> <td>The Beatles</td> </tr> <tr> <td>Art Pop</td> <td>Wild Man</td> <td>Kate Bush</td> </tr> <tr> <td>Blues</td> <td>Runaway Blues</td> <td>Ma Rainey</td> </tr> </table>	Rock n Roll	Hound Dog	Elvis Presley	Pop	With A Little Help from My Friends	The Beatles	Art Pop	Wild Man	Kate Bush	Blues	Runaway Blues	Ma Rainey
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Art Pop	Wild Man	Kate Bush											
Blues	Runaway Blues	Ma Rainey											
<p style="text-align: center;"><b>Charanga Resources</b></p> <ul style="list-style-type: none"> <li>• Hand, Feet, Heart – South African</li> <li>• Ho Ho Ho – Christmas Jazz</li> <li>• I wanna play in a band - Rock</li> <li>• Zootime - African</li> <li>• Friendship song - Jazz</li> </ul>	<p><b>Musical Traditions</b></p> <table border="1"> <thead> <tr> <th>Country</th> <th>Tradition</th> <th>Title</th> <th>Artist/Composer</th> </tr> </thead> <tbody> <tr> <td>Indonesia</td> <td>Gamelan</td> <td>Baris</td> <td>Gong Kebyar of Peliatan</td> </tr> <tr> <td>Brazil</td> <td>Samba</td> <td>Fanfarra (Cabua-Le-Le)</td> <td>Sérgio Mendes/Carlinhos Brown</td> </tr> </tbody> </table>	Country	Tradition	Title	Artist/Composer	Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan	Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
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Skills Map – Music																						
Year 3																						
Singing	Listening	Composing	Performing	Musicianship and Notation																		
<ul style="list-style-type: none"> <li>- To hold a part in an ensemble.</li> <li>- To pronounce words clearly when singing.</li> <li>- To show control in their voice when singing.</li> </ul>	<ul style="list-style-type: none"> <li>- To describe music using correct vocabulary.</li> <li>- To begin to compare different kinds of music.</li> <li>- To recognise differences between music from different eras and cultures.</li> <li>- To give their opinion on a piece of music they have heard.</li> <li>- To evaluate their own work, make improvements and justify changes.</li> <li>- To use the musical vocabulary to describe music they have heard.</li> <li>- To justify what they like and dislike about music they have heard.</li> <li>- To recognise a range of instruments by ear.</li> <li>- To identify key features in a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>- To improvise in a group using their voice (call and response).</li> <li>- To collaborate to create a piece of music.</li> <li>- To create repeated patterns using a range of instruments.</li> <li>- To create music in response to a non-musical stimulus.</li> <li>- To order sounds to create a beginning, middle and end.</li> <li>- To combine different sounds to create a particular emotion.</li> <li>- To understand how to use tempo to show contrast in a piece of music.</li> <li>- To begin to read and write musical notation.</li> <li>- To use rests for effect.</li> <li>- To use dimensions of music in their composition (tempo, dynamic, pitch).</li> <li>- To combine known rhythmic notation with letter names to create rising and falling phrases using just three notes.</li> <li>- To correctly order phrases using dot notation, showing different arrangements of notes C-D-E.</li> </ul> 	<ul style="list-style-type: none"> <li>- To perform a range of songs in school assemblies.</li> <li>- To sing songs from memory with expression, accuracy and fluency.</li> <li>- To play notes accurately on tuned and un-tuned instruments with clarity and accuracy.</li> <li>- To play and perform melodies following staff notation.</li> </ul>	<ul style="list-style-type: none"> <li>- To recognise:                             <ul style="list-style-type: none"> <li>- <b>Staff</b></li> <li>- <b>Lines</b></li> <li>- <b>Spaces</b></li> <li>- <b>Clef</b></li> </ul> </li> <li>- To use dot notation to indicate higher and lower pitches.</li> <li>- To begin to understand the difference between crotchets and paired quavers.</li> <li>- To apply word chants to rhythms, understanding how to link each syllable to one musical note.</li> </ul>																		
Year 3 - Greater Depth																						
<ul style="list-style-type: none"> <li>- To recognise changes in sounds that move incrementally and more dramatically.</li> <li>- To compare repetition, contrast and variation within a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>- To create accompaniments for melodies.</li> <li>- To compose a simple piece of music they can recall to use again.</li> <li>- To understand metre in 4 beats, then 3 beats.</li> </ul>	<ul style="list-style-type: none"> <li>- To sing/ play rhythmic patterns in contrasting tempo, keeping to a pulse.</li> </ul>																				
Year 3 Repertoire		Foundation Listening																				
<ul style="list-style-type: none"> <li>• Sing Up: Heads and Shoulders</li> <li>• Singing Sherlock 2: Si, Si, Si</li> <li>• Flying a Round: To stop the train</li> <li>• Trad. Japan: Kaeru no uta</li> <li>• Trad. Morocco: A ram sam sam/Pease Pudding Hot</li> <li>• Trad. Bangladesh: Now charia de (A Boatman's Song)</li> <li>• Junior Songscape: Listen to the Rain</li> <li>• Voicelinks: Extreme Weather</li> <li>• Sing Up: Skye Boat Song</li> <li>• Trad. Ireland: Be Thou My Vision</li> <li>• Junior Voiceworks 1: Now The Sun Is Shining</li> </ul>		<b>Classical Tradition and Film</b> <table border="1"> <thead> <tr> <th>Title</th> <th>Composer</th> <th>Period</th> </tr> </thead> <tbody> <tr> <td>Hallelujah from <i>Messiah</i></td> <td>Handel</td> <td>Baroque</td> </tr> <tr> <td>Night on a Bare Mountain<sup>3</sup></td> <td>Mussorgsky</td> <td>Romantic</td> </tr> <tr> <td>Jai Ho from <i>Slumdog Millionaire</i></td> <td>A. R. Rahman</td> <td>21st Century</td> </tr> <tr> <td>Rondo alla Turca</td> <td>Mozart</td> <td>Classical</td> </tr> <tr> <td>Mars from <i>The Planets</i></td> <td>Holst</td> <td>20th Century</td> </tr> </tbody> </table>			Title	Composer	Period	Hallelujah from <i>Messiah</i>	Handel	Baroque	Night on a Bare Mountain <sup>3</sup>	Mussorgsky	Romantic	Jai Ho from <i>Slumdog Millionaire</i>	A. R. Rahman	21st Century	Rondo alla Turca	Mozart	Classical	Mars from <i>The Planets</i>	Holst	20th Century
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## Leechpool Music Skills and Knowledge Progression and Overview

- Voiceworks 1: Candle Light
- Singing Sherlock 2: Shadow
- Singing Express 3: Mirror
- Trad. England: Ah! Poor bird/Hey, Ho! Nobody home/Rose

### Charanga Resources

- Let your spirit fly – R n B
- Glockenspiel stage 1
- Three little birds – Reggae
- The dragon song – Improve and compose
- Bringing us together - Disco

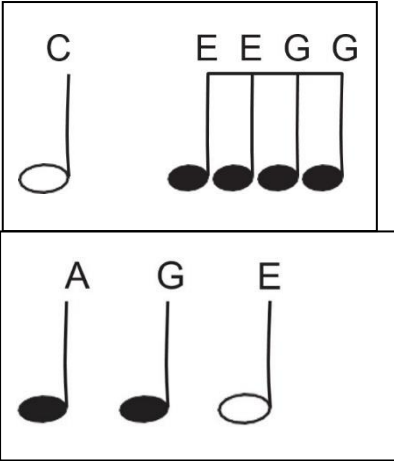
Bolero	Ravel	20th Century
Night Ferry	Anna Clyne	21st Century

### Popular Music

Style	Title	Artist(s)
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
Rock n Roll	Hound Dog	Elvis Presley
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey
Pop	With A Little Help from My Friends	The Beatles

### Musical Traditions

Country	Tradition	Title	Artist/Composer
India	Indian Classical	Sahela Re	Kishori Amonkar
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan

Skills Map – Music				
Year 4				
Singing	Listening	Composing	Performing	Musicianship and Notation
<ul style="list-style-type: none"> <li>- To sing a range of song with an octave range.</li> <li>- To sing accurately. expression, accuracy and fluency.</li> <li>- To follow a conductor to sing crescendo or decrescendo.</li> <li>- To sing in rounds in different time signatures (2, 3 and 4 time).</li> <li>- To begin to harmonise.</li> </ul>	<ul style="list-style-type: none"> <li>- To describe what they hear using a wide range of musical vocabulary.</li> <li>- To recognise how to inter-related dimensions of music are used by composers to create different moods and emotions.</li> <li>- To understand culture and social meaning of lyrics.</li> <li>- To appreciate harmonies, drone and ostinato.</li> <li>- To understand the relationship between lyric and melody.</li> <li>- To explain why silence is used in a piece of music and what the effect is.</li> <li>- To describe and identify the different purposes of music.</li> <li>- To use correct musical vocabulary to describe a piece of music and composition.</li> </ul>	<ul style="list-style-type: none"> <li>- To improvise using repeated patterns with accuracy and fluency.</li> <li>- To improvise using a tuned instrument making use of musical features (legato, staccato).</li> <li>- To combine rhythmic notation with letter names to create short pentatonic phrases.</li> <li>- To arrange individual notation cards to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.</li> </ul> <div style="text-align: center;">  <p>The diagram consists of two rectangular boxes. The top box contains a single note labeled 'C' on the left and four notes labeled 'E', 'E', 'G', 'G' on the right. The bottom box contains three notes labeled 'A', 'G', and 'E' from left to right.</p> </div> <ul style="list-style-type: none"> <li>- To Begin to understand Major and Minor chords.</li> </ul>	<ul style="list-style-type: none"> <li>- To perform a range of songs in school assemblies.</li> <li>- To use notation in a performance.</li> <li>- To perform a simple part of an ensemble rhythmically.</li> <li>- To sing songs from memory with expression, accuracy and fluency.</li> <li>- To perform melodies following staff notation using a small range.</li> <li>- To perform 2 or more parts from simple notation using instruments playing in whole class teaching.</li> <li>- To copy short melodic phrases including those using a pentatonic scale.</li> </ul>	<ul style="list-style-type: none"> <li>- To use notation to record and interpret sequences of pitches.</li> <li>- To use notations to record their own composition in a group or solo.</li> <li>- To record ideas using graphic, staff and rhythmic notation as well as technology.</li> <li>- To understand the difference between minims, crotchets, paired quavers and rests.</li> <li>- To read and perform pitch notation.</li> <li>- To read and perform rhythmic scores to a steady beat.</li> </ul>
Year 4 - Greater Depth				
<ul style="list-style-type: none"> <li>- To identify how a change in timbre can change the effect of a piece of music.</li> </ul>	<ul style="list-style-type: none"> <li>- To explore and use sets of pitches e.g. 4 or 5 note scales.</li> <li>- To show how to use dynamics to provide contrast.</li> </ul>	<ul style="list-style-type: none"> <li>- To use selected pitches simultaneously to produce simple harmonies.</li> </ul>		

## Leechpool Music Skills and Knowledge Progression and Overview

Year 4 Repertoire	Foundation Listening																																			
<ul style="list-style-type: none"> <li>Junior Voiceworks 1: Calypso</li> <li>Junior Voiceworks 2: Our Dustbin</li> <li>Voiceworks 1: Hear the Wind</li> <li>Kendrick: Servant King</li> <li>Happy Birthday</li> <li>Great Weather Songs: Long Journey</li> <li>Great Celebration Songs: World in Union</li> <li>Sing Up: Just like a Roman</li> <li>Trad. Ghana: Namuma</li> <li>Sing for Pleasure: Ghosts</li> <li>Sing for Pleasure: Lost in Space</li> </ul>	<b>Classical Traditions and Film</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #d3d3d3;">Title</th> <th style="background-color: #d3d3d3;">Composer</th> <th style="background-color: #d3d3d3;">Period</th> </tr> </thead> <tbody> <tr> <td><b>Symphony No. 5</b></td> <td><b>Beethoven</b></td> <td><b>Classical</b></td> </tr> <tr> <td><b>O Euchari</b></td> <td><b>Hildegard</b></td> <td><b>Early</b></td> </tr> <tr> <td><b>For the Beauty of the Earth</b></td> <td><b>Rutter</b></td> <td><b>20th Century</b></td> </tr> <tr> <td>Jai Ho from <i>Slumdog Millionaire</i></td> <td>A. R. Rahman</td> <td>21st Century</td> </tr> <tr> <td>Hallelujah from <i>Messiah</i></td> <td>Handel</td> <td>Baroque</td> </tr> <tr> <td>Rondo alla Turca</td> <td>Mozart</td> <td>Classical</td> </tr> <tr> <td>Night on a Bare Mountain</td> <td>Mussorgsky</td> <td>Romantic</td> </tr> <tr> <td>Mars from <i>The Planets</i></td> <td>Holst</td> <td>20th Century</td> </tr> <tr> <td>Bolero</td> <td>Ravel</td> <td>20th Century</td> </tr> <tr> <td>Night Ferry</td> <td>Anna Clyne</td> <td>21st Century</td> </tr> </tbody> </table>			Title	Composer	Period	<b>Symphony No. 5</b>	<b>Beethoven</b>	<b>Classical</b>	<b>O Euchari</b>	<b>Hildegard</b>	<b>Early</b>	<b>For the Beauty of the Earth</b>	<b>Rutter</b>	<b>20th Century</b>	Jai Ho from <i>Slumdog Millionaire</i>	A. R. Rahman	21st Century	Hallelujah from <i>Messiah</i>	Handel	Baroque	Rondo alla Turca	Mozart	Classical	Night on a Bare Mountain	Mussorgsky	Romantic	Mars from <i>The Planets</i>	Holst	20th Century	Bolero	Ravel	20th Century	Night Ferry	Anna Clyne	21st Century
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Skills Map – Music				
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<ul style="list-style-type: none"> <li>- To sing and use their understanding of the meaning of adding expression.</li> <li>- To sing three part rounds, partner songs and songs with a verse and chorus.</li> <li>- To sing a range of songs from an extended repertoire with a sense of ensemble and performance.</li> </ul>	<ul style="list-style-type: none"> <li>- To describe, compare and evaluate music using the correct musical vocabulary.</li> <li>- To suggest improvements to their own and others work.</li> <li>- To identify and evaluate the features within a piece of music.</li> <li>- To compare and contrast the work of established composers.</li> <li>- To identify layers of sound and understand their combined effect.</li> <li>- To identify cyclic patterns.</li> </ul>	<ul style="list-style-type: none"> <li>- To improvise with a group using melodic and rhythmic phrases.</li> <li>- To improvise using tuned percussion and melodic instruments.</li> <li>- To recognise and use basic structural forms e.g. rounds, variations, rondo form.</li> <li>- To choose the most appropriate tempo for a piece of music.</li> <li>- To compose music using technology.</li> <li>- To compose melodies in pairs of phrases either in C Major or A Minor.</li> <li>- To work in pairs to compose a short ternary piece.</li> <li>- To use chords to compose music to evoke a specific atmosphere, mood or environment.</li> </ul>	<ul style="list-style-type: none"> <li>- To perform 'by ear' and from simple notation.</li> <li>- To perform their part whilst others are performing another.</li> <li>- To perform a range of songs in school assemblies and outside opportunities.</li> <li>- To play melodies on tuned percussion, melodic instruments following staff notation written on one stave.</li> <li>- To understand how triads are formed and play them on tuned percussion and melodic instruments.</li> </ul>	<ul style="list-style-type: none"> <li>- To begin to use standard notation.</li> <li>- To use record chord using notations.</li> <li>- To understand:                             <ul style="list-style-type: none"> <li>- <b>fortissimo</b> very loud (<i>ff</i>)</li> <li>- <b>pianissimo</b> very quiet (<i>pp</i>)</li> <li>- <b>mezzo forte</b> loud (<i>mf</i>)</li> <li>- <b>mezzo piano</b> quiet (<i>mp</i>)</li> </ul> </li> <li>- To capture and record creative ideas using:                             <ul style="list-style-type: none"> <li>- graphic symbols</li> <li>- rhythm notation and time signatures</li> <li>- Staff notation</li> <li>- Technology</li> </ul> </li> <li>- To understand the differences between:                             <ul style="list-style-type: none"> <li>- semibreves, minims, crotchets, crotchet rests, paired quavers, semiquavers</li> </ul> </li> <li>- To understand the difference between 2/4, 3/4, 4/4 time signatures.</li> <li>- To read and perform pitch notation within an octave.</li> <li>- To read and play short rhythmic phrases at sight using conventional symbols.</li> </ul>
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<ul style="list-style-type: none"> <li>- To explain how tempo changes the character of music.</li> <li>- To identify where a gradual change in dynamics has helped to shape a phrase of music.</li> </ul>	<ul style="list-style-type: none"> <li>- To identify how repeated patterns, contrast and variations can be organised to give structure to a melody, rhythm, dynamic and timbre.</li> </ul>	<ul style="list-style-type: none"> <li>- To use pitches simultaneously to produce harmony by building up simple chords.</li> <li>- To devise and play a repeated sequence of pitches on a tuned instrument to accompany a song.</li> </ul>		

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<ul style="list-style-type: none"> <li>- To appraise the introductions, interludes and ending of songs and compositions they have created.</li> </ul>	<ul style="list-style-type: none"> <li>- To show how a small change in tempo can affect a piece of music to make it more effective.</li> <li>- To use a full range of chromatic pitches to build up chords, melodic lines and base lines.</li> </ul>	<ul style="list-style-type: none"> <li>- To perform a piece of music which has two or more distinct melodic and rhythmic parts and know how they fit together.</li> </ul>																										
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<ul style="list-style-type: none"> <li>• Trad. South Africa: Siyahamba</li> <li>• Junior Voiceworks 1: Calypso</li> <li>• Sing Up: Touch the Sky</li> <li>• Sing Up: Dona Nobis Pacem</li> <li>• Sing Up: We are the Champions</li> <li>• British National Anthem – God Save the Queen</li> <li>• Sing Up: We Go Together</li> <li>• Trad. Ghana: Senwa de Dende</li> <li>• Sing Up: Be the Change</li> <li>• Sing Up: One Moment, One People</li> </ul>		<b>Classical Traditions and Film</b> <table border="1"> <thead> <tr> <th>Title</th> <th>Composer</th> <th>Period</th> </tr> </thead> <tbody> <tr> <td>1812 Overture</td> <td>Tchaikovsky</td> <td>Romantic</td> </tr> <tr> <td>Connect It<sup>6</sup></td> <td>Anna Meredith</td> <td>21st Century</td> </tr> <tr> <td>O Eucharisti</td> <td>Hildegard</td> <td>Early</td> </tr> <tr> <td>Hallelujah from <i>Messiah</i></td> <td>Handel</td> <td>Baroque</td> </tr> <tr> <td>Rondo alla Turca</td> <td>Mozart</td> <td>Classical</td> </tr> <tr> <td>Symphony No. 5</td> <td>Beethoven</td> <td>Classical</td> </tr> <tr> <td>Night on a Bare Mountain</td> <td>Mussorgsky</td> <td>Romantic</td> </tr> </tbody> </table>			Title	Composer	Period	1812 Overture	Tchaikovsky	Romantic	Connect It <sup>6</sup>	Anna Meredith	21st Century	O Eucharisti	Hildegard	Early	Hallelujah from <i>Messiah</i>	Handel	Baroque	Rondo alla Turca	Mozart	Classical	Symphony No. 5	Beethoven	Classical	Night on a Bare Mountain	Mussorgsky	Romantic
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## Leechpool Music Skills and Knowledge Progression and Overview

- Sing Up: There's a Power in the Music

### Charanga Resources

- Happy – R n B/ Pop
- Classroom Jazz stage 2
- A new year carol -
- You've got a friend in me – Country
- Music and Me – Improvise and compose

Mars from <i>The Planets</i>	Holst	20th Century
Bolero	Ravel	20th Century
English Folk Song Suite	Vaughan Williams	20th Century
Symphonic Variations on an African Air	Coleridge-Taylor	20th Century
For the Beauty of the Earth	Rutter	20th Century
This Little Babe from <i>A Ceremony of Carols</i>	Britten	20th Century
Night Ferry	Anna Clyne	21st Century
Jai Ho from <i>Slumdog Millionaire</i>	A. R. Rahman	21st Century

### Popular Music

Style	Title	Artist(s)
90s RnB	Say My Name	Destiny's Child
Blues	Runaway Blues	Ma Rainey
Jazz	Take the 'A' Train	Billy Strayhorn/Duke Ellington Orchestra
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Funk	I Got You (I Feel Good)	James Brown
Disco	Le Freak	Chic
80s Synth/Pop	Smalltown Boy	Bronski Beat
90s Singer/Songwriter	Play Dead	Björk
Art Pop	Wild Man	Kate Bush
90s Indie	Wonderwall	Oasis

### Musical Traditions

Country*	Tradition	Title	Artist/Composer
Middle East	Folk	Sprinting Gazelle	Reem Kelani
England	Folk	Sea Shanties	Various
Poland	Folk	Mazurkas Op. 24	Chopin
Argentina	Tango	Libertango	Piazzolla
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/CarlinhosBrown
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
India	Indian Classical	Sahela Re	Kishori Amonkar
Punjab/UK	Bhangra	Bhabiye Akh Larr Gayee	Bhujhangy Group
Trinidad	Calypso	Tropical Bird	Trinidad Steel Band
Nigeria	Drumming	Jin-Go-La-Ba (Drums of Passion)	Babatunde Olatunji
South Africa	Choral	Inkanyezi Nezazi	Ladysmith Black Mambazo

## Leechpool Music Skills and Knowledge Progression and Overview

MUSIC: VOCABULARY MAP						
EYFS	KEY STAGE ONE		KEY STAGE TWO			
<ul style="list-style-type: none"> <li>• Chant</li> <li>• Fast</li> <li>• Follow</li> <li>• High</li> <li>• Instrument</li> <li>• Low</li> <li>• Loud</li> <li>• Quiet (use instead of 'soft')</li> <li>• Repeat</li> <li>• Rhythm</li> <li>• Sing</li> <li>• Slow</li> <li>• Song</li> <li>• Sounds</li> </ul>	<b>Year 1 – as EYFS plus:</b> <ul style="list-style-type: none"> <li>• beat</li> <li>• beater</li> <li>• compose</li> <li>• crotchet</li> <li>• cymbal</li> <li>• drum</li> <li>• high (sound)</li> <li>• improvise</li> <li>• listen</li> <li>• loud</li> <li>• low (sound)</li> <li>• notation (graphic)</li> <li>• perform</li> <li>• pulse</li> <li>• quaver</li> <li>• quiet</li> <li>• tambourine</li> <li>• tempo</li> <li>• triangle</li> <li>• tune</li> <li>• unison</li> <li>• voice</li> </ul>	<b>Year 2 – as Year 1 plus</b> <ul style="list-style-type: none"> <li>• accompany</li> <li>• brass</li> <li>• chord</li> <li>• conductor</li> <li>• duration</li> <li>• dynamics</li> <li>• names of music family instruments (trumpet, violin, clarinet, glockenspiel)</li> <li>• percussion</li> <li>• phrase</li> <li>• pitch</li> <li>• recorder</li> <li>• score</li> <li>• strings</li> <li>• tuned percussion</li> <li>• untuned percussion</li> <li>• volume</li> <li>• woodwind</li> </ul>	<b>Year 3 – as Key Stage One plus:</b> <ul style="list-style-type: none"> <li>• clef</li> <li>• composer</li> <li>• duet</li> <li>• enunciate</li> <li>• major (C major)</li> <li>• melody</li> <li>• orchestra</li> <li>• round</li> <li>• scale</li> <li>• stave</li> </ul>	<b>Year 4 – as Year 3 plus:</b> <ul style="list-style-type: none"> <li>• crescendo</li> <li>• decrescendo</li> <li>• diminuendo</li> <li>• drone</li> <li>• forte (<i>f</i>)</li> <li>• harmony</li> <li>• leaping (large interval between two notes)</li> <li>• legato</li> <li>• minim</li> <li>• minor (A minor)</li> <li>• ostinato</li> <li>• pentatonic</li> <li>• piano (<i>p</i>)</li> <li>• staccato</li> <li>• time signature</li> </ul>	<b>Year 5 – as Year 4 plus:</b> <ul style="list-style-type: none"> <li>• accent</li> <li>• fortissimo (<i>ff</i>)</li> <li>• mezzo forte (<i>mf</i>)</li> <li>• mezzo piano (<i>mp</i>)</li> <li>• notation</li> <li>• pianissimo (<i>pp</i>)</li> <li>• rondo form</li> <li>• semibreve</li> <li>• ternary form</li> <li>• texture</li> <li>• timbre</li> <li>• triad</li> <li>• variation</li> </ul>	<b>Year 6 – as Year 5 plus:</b> <ul style="list-style-type: none"> <li>• compound time</li> <li>• syncopation</li> <li>• pizzicato</li> <li>• note tie</li> <li>• repeat sign</li> <li>• simple time</li> <li>• tremelo</li> </ul>

### Deeper thinking questions to extend the children:

This list is not exhaustive and provides examples of the types of questions which could be asked.

Can you...

Perform the melody

Perform the piano part

Perform the accompaniment part

## **Leechpool Music Skills and Knowledge Progression and Overview**

Perform the bass part

As a group, recreate...

Show me the rhythm before... and after...

Show me how... changes

Show me a similar...

Show me the original/feature of...

Using the correct instrument, show me the chords of this song

Show me the part that... performed

Show me what would happen if...

Show me the changes that you made...

Show me the most important rhythm/melody

Show me the least effective rhythm/melody

Make improvements to...