


## Nanclendra School Music Progression



	Reception/ Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Instrumental Playing</i>	<i>Untuned Percussion</i>	<i>Untuned Percussion with some tuned percussion</i>	<i>Tuned percussion</i>	<i>Tuned Percussion</i>	<i>Tuned Percussion</i>	<i>Tuned Percussion</i>
		<i>Recorder note b</i>	<i>Recorder notes b and a</i>	<i>Recorder notes B, A,G</i>	<i>Recorder notes B,A,G,C</i>	<i>Recorder notes B,A,G,C &amp;E/ top D</i>
				<i>Ukulele (First Access Strings GCEA chord C</i>	<i>Ukulele Strings GCEA Chords C, F</i>	<i>Ukulele Strings GCEA Chords C,F,G7 and G</i>
<b>Composing</b>	Improvising using voice and egg shakers/clapping	Composing using untuned percussion. Inspiration 'Spring' using different genres.	Composing using percussion and tuned instruments including instruments from children who have instrumental lessons. Inspiration from Holst's Planets Suite and Debussy's La Mer. 3 sections of repeated bars, beginning middle end	Composing using percussion and tuned instruments including instruments from children who have instrumental lessons. Inspiration from Holst's Planets Suite and Debussy's La Mer. 3 sections of repeated bars, beginning middle end. Children notate their own scores.	Composing using percussion and tuned instruments including instruments from children who have instrumental lessons. Children song write adding voice and record when song writing projects are available.	Composing using percussion and tuned instruments including instruments from children who have instrumental lessons. Children song write adding voice and record when song writing projects are available.

Singing	<ul style="list-style-type: none"> <li>*Finding their voice</li> <li>*Developing call and response from the teacher and copying</li> <li>*Sing simple songs from memory</li> <li>*Make changes to their voices</li> <li>*Develop and awareness of their voice singing on their own.</li> <li>*Making improvements in pitch and tuning</li> </ul>	<ul style="list-style-type: none"> <li>*Further develop their individual voice</li> <li>*Sing in groups call and response songs confidently</li> <li>* Develop singing in rounds</li> </ul>	<ul style="list-style-type: none"> <li>*Sing an increasing number of songs from memory</li> <li>* Partner songs</li> <li>*Begin singing and performing on their own with greater confidence</li> <li>*Begin to sing with mood and dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>*Sing confidently as a solo</li> <li>*Sing in large groups and small groups developing their own parts</li> <li>*Sing partner songs with confidence</li> <li>*Begin to develop singing the melody over a harmony.</li> </ul>	<ul style="list-style-type: none"> <li>*Sing and perform solos to an audience</li> <li>*Making improvements and fine tuning in pitch.</li> <li>*Develop singing a harmony underneath the melody.</li> <li>*Begin to use expression and harmonic sound to create a powerful performance.</li> </ul>	<ul style="list-style-type: none"> <li>*Sing and perform solos to an audience</li> <li>**Making improvements and fine tuning in pitch. Especially when singing a harmony.</li> <li>*Start to add more layers to harmony, leading a harmony and adding a descant to two part harmony.</li> </ul>
Elements	Pitch Dynamics Tempo Duration	Pitch Dynamics Tempo Duration Timbre	Pitch Dynamics Tempo Duration Timbre Structure	Pitch Dynamics Tempo Duration Timbre Structure	Pitch Dynamics Tempo Duration Timbre Structure	Pitch Dynamics Tempo Duration Timbre Structure
Key Composers linked to topics	Boulez, Prokiev	Vivaldi, Stravinsky	Debussy Holst	Debussy Holst	Mozart and minority composers	Mozart and minority composers

Notation	Semi breve Minim Crotchet Rest Quaver  (Exposure of)	Treble Clef Time Signature Semi breve Minim Crotchet Rest Quaver Bar line	Treble Clef Time Signature Semi breve Minim Crotchet Rest Quaver Bar line Double bar line Stave Time values and time signatures	Treble Clef Time Signature Semi breve Minim Crotchet Rest Quaver Bar line Double bar line Stave Time values and time signatures Introducing pitch	Treble Clef Time Signature Semi breve Minim Crotchet Rest Quaver Bar line Double bar line Stave Time values and time signatures Pitch(lines, spaces EGBDF and FACE	Treble Clef Time Signature Semi breve Minim Crotchet Rest Quaver Bar line Double bar line Stave Time values and time signatures Pitch(lines, spaces EGBDF and FACE Sharps and Flats
Genres	Classical, Rock, Pop, Jazz, Music from different countries, folk	Classical, Rock, Pop, Jazz, Music from different countries, folk, Jazz, Blues	Classical, Rock, Pop, Jazz, Music from different countries, folk, Music from African Countries	Classical, Rock, Pop, Jazz, Music from different countries, folk, Music from African Countries	Classical, Rock, Pop, Jazz, Music from different countries, folk, Musical Theatre, Opera	Classical, Rock, Pop, Jazz, Music from different countries, folk, Musical Theatre, Opera
Listening	Children listen to a wide range of music from all Era's, genres and different countries within each lessons. For example listening to recorder from the Baroque Era. Sea shanties when linking to Sea Topics. Orchestral music and following how the orchestra grows in size and instrumentation as the Era's develop.					
Resources	Singing: Sing Up Recorders: Razzamajazz. and Red Hot Recorder by Sarah Watts. Tuned Percussion: Developing Musical Skills by Music Express Ukulele:Charanga Ukulele course.					
Annual Links	Joint Schools Concerts with Cornwall Music Trust. Songfest alongside other schools with a live band at a Performance Venue. Minack Theatre Performances. Rotary Christmas Concert in St Ives. Christmas performances at Fore Street Methodist Church and Zennor Church.					

Revised September 2021