

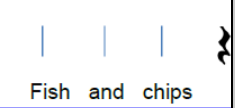
Musical Progression at Great Missenden School

	Pre-School	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Performance	Christingle	Christingle	Nativity – singing	Nativity – lead roles Little Missenden Festival performance	Carol Service at Church	Easter Service at church	Harvest Service at Church	Production (musical theatre) Leavers Assembly
WCPM (Whole of summer term unless otherwise stated)	Jolly Music Scheme	Classroom instruments throughout the year. Understanding the rules of the music room. Basic conducting signals for start/stop and loud/quiet.	African Drumming Learn to play, name instruments and understand culture	Tuned percussion (Bells, chime bars and glockenspiels) – Throughout the year intertwined with topic related songs and work	Ukulele – 1 full term of ukulele in Spring Term Continues intertwined with other musical work in summer term	Samba Band Learn to play, name instruments and understand context and culture	No WCPM as this is intertwined with composition and notation in Autumn and Summer terms Revise and consolidate learning by using a mix of all instruments used in WCPM from reception – Y4. (Planets Unit and Gamelan)	Autumn – Band Skills using own and classroom instruments Chord Progressions/12 Bar Blue Spring/Summer – Musical Theatre - Stagecraft

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							**2022-23 cohort only – replace with ukulele (missed during covid lockdowns)	
Singing	Jolly Music Scheme Music linked to WAC/ T4W topics Music linked to nursery rhyme/class song of week	Basic Kodaly using jolly music and sing up resources (lots of so-mi songs) Chants, nursery rhymes and lots of action songs Singing often linked to topic – model text/growing/dinosaurs etc..	Middle C – A range (6 note range) Singing songs from memory. Lots of Call and response, chants, rhymes, echo Responding to visual directions and counting in	Consolidate Middle C – A range Increase vocal control - increased accuracy with note pitching and incorporating dynamics with control Consolidate and build on ability to follow conductor direction	1 octave – C-C (8 note range) Rounds in 2 or 3 parts Singing whilst playing the ukulele Topic based songs (Summer term – songs about ancient Egyptians) Focus on vocal health, singing position, tuning and phrasing	Consolidate 1 octave C – C range Singing using bigger intervals/leaps. Introducing simple 2 part singing Build up repertoire	C- D (9 note range) More complex 2 part singing, Extending repertoire across a range of styles. Sing with a sense of performance , taking note of phrasing, accurate pitching and rhythm.	A – E (12 note range) Consolidate all previous learning and build on the ability to interpret a sense of style in singing. Use a broad range of songs with more complex rhythmic and melodic features such as syncopation and moving in sixths/thirds.

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							Reading parts/songs from a score	Singing songs with short sections of 3 part harmony
Notation	Jolly Music Scheme No notation taught, but children learn to follow visual instruction regarding how to play Rhythms linked to words/patterns	Pictorial (eg: pictures of hand, foot, in a circle representing a beat) Reading colour and pictorial notation off classroom screen	Building on EYFS learning Word Pattern chants and grid/colour notation.	Introduction to stick notation in Y2 - Kodaly Example from MMC 	Chord notation alongside ukulele WCPM Very basic TAB notation introduced Introducing beats and bars and consolidating/repeating Y2 learning for new Y3 intake Introduce crotchet, quavers, minim, semibreve and rests Recognise and interpret markings on a	Introduction of stave notation using Notes on the line - rhyme/notes in the space spell face E above Mid C – F (top of stave) Graphic Scores created for composition project below	Further development of stave notation Representing a score in GarageBand – building blocks of music	Primary triads Chord progressions and notation of chords Keys – Pentatonic, Major/minor

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					musical score– Dynamics and tempo			
Composition	Word based patterns Exploring classroom instruments and sounds Creating Sound effects to accompany stories	Exploring sounds of the classroom instruments Creating Sound effects to accompany stories	Body percussion improvisation Basic Call and response phrasing and improv in African drumming Metal and Wooden Sounds (sound detectives) Understand the difference between a rhythm pattern and a melodic pattern	Little Missenden Composition Project with visiting composer and professional musicians. Composing in response to stimuli (paintings/stories etc..) Project funding just agreed and secured for '23-'26 Chrome Music Maker – Kandinsky App and Digital composition/grid notation	Exploring the Music Room (consolidation for existing and intro for new intake) Exploring instruments that ring out and those that don't Thinking about music that sounds like... Using this knowledge and exploration to create a river inspired composition in groups. Perform and represent as a graphic score.	Samba Band improvisation - Creating short rhythms in time with the pulse and in response to others. Using these rhythms to create a groove and samba based group composition	Creating melodies and short pieces to represent the Roman Gods. Garageband Live Loops and Smart instruments Introduction to Chord Progressions Structure in Music	Songwriting/rap/instrumental improvisation over a 12 bar blues – rhythm and melody Potentially building on y5 Garageband learning to create backing track/song

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Rhythm and Tempo	Jolly Music Scheme	Move to the beat	Walk Move or clap to a steady beat with others	Consolidate and practice learning so far	Meter/Strong and Weak beats	Building on learning about rhythm using word patterns/ chants (say, mime play) But now with the polyphonic rhythms that Samba is based upon.	Ostinato	Read and play rhythmic notation on scores and identify confidently note durations
		Long and short Fast and Slow	Identify Tempo and relate to animal speed	Identify if music is getting faster or slower	Pulse and rhythm	Consolidating learning and building on vocabulary to describe rhythm and tempo in music	Interpreting the rhythm and tempo of a piece for self	
		Word rhythms (trip, trip trap across the bridge – say then clap)	Use body percussion and untuned percussion to play steady rhythms	Work with metronome to investigate different tempi	Strumming patterns			
		Clap and move to a steady beat	Use word patterns and chants to create and remember rhythms (say mime play)		Play short rhythmic phrases from written stave notation			
		Copy Cat Rhythms led by Teacher	Copycat rhythms led by children		Rhythm games such as ‘Don’t clap this one back’			
		Kodaly Ta – ti – ti, sh	Kodaly Ta – ti – ti, sh					

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Listening Musician of the month calendar used throughout all year groups in addition to learning in this document	Jolly Music Scheme Topic based listening linked to WAC/T4W	Movement to music Yolanda Brown Minute of listening Gingerbread Man (RPO) story told by orchestra	Movement to music What does it sound like? Make you think of? Plates/Cup play-alongs to well known classical pieces (Kaboom) Carnival of animals (Opera North) Nutcracker Minute of listening and increasing length of listening activity through the year Mozart – Rondo Alla Turca Music from West Africa	N. Indian Classical Music (listening, context and classroom percussion) Baroque Music (GFOL topic) Vivaldi – 4 seasons (Autumn, Winter and Spring/summer in line with the terms) Music, art and colour (Kandinsky) Using a variety of repertoire from the MMC to spark colour imagination.	Music inspired by water: Some examples: Debussy La Mer Britten – Storm from Peter Grimes etc.. Florence Price – Mississippi River Ray of Water, Yoko Kanno Classical - Romantic	Autumn term – whole term spent on instruments of the orchestra with exit point using Peter and the Wolf (Prokofiev) to confirm understanding/aural recognition Huge repertoire – changing orchestra over time from 1600-now. (MMC, BBC ten pieces and classical 100 resources) Focus on Romantic - Modern	World Music Gamelan Music Japanese Music 20th Century classical Planets Suite (Holst)	20th Century Pop Music Spirituals, Gospel and Blues Musical Theatre
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Vocabulary	Jolly music scheme	Rhythm Composer Conductor	Melody Pitch Pulse	Tempo Percussion Tuned and untuned	Dynamics (pp – FF)	Octave Crescendo/diminuendo	Ostinato Harmony Major, Minor	Triads
			Name the percussion instruments in music room	Should be able to name at least one instrument used in N Indian Classical Music	Pulse Rhythm Bar/barline Crotchet Quaver Minim Rest Chords Notes Round (singing)	Time signature Treble Clef Duet, trio, quartet Unison Acapella Legato/staccato/ Pizz/arco	Chord - Progression Tempo markings in music (largo – Presto) Genre Digital Sample Verse/Chorus/Bridge	Syncopation Pentatonic scale Walking Bassline Polyphonic Improvisation Ensemble