

Music Progression at Heathfield Academy



The National Curriculum describes music as being 'a universal language that embodies one of the highest forms of creativity' and explains that music education should 'engage and inspire pupils to develop a deep love of music' as well as developing their 'critical engagement with music...to listen with discrimination to the best in the musical canon' (Department for Education , 2013). At Heathfield Academy, we value The Arts as an essential component in a child's education in order for our children to be well-rounded individuals as 'arts activities are enjoyable, naturally expressive, fulfilling and therefore motivating for all kinds of learning' (Kenyon, 2019, p. 9).



	Atl	At 2	Spr1	Spr2	Sm1	Sm2
EYFS	<p>Listening and Music Skills</p> <p>Responding to music with movement. Answering questions about music. Responding to music.</p>	<p>Performance and Music Skills</p> <p>Technique: Basic posture with relaxed shoulders Dynamic contrasts Breathing to show phrases</p>	<p>World Music</p> <p>Children will explore a different country's traditional music each week.</p>	<p>Performance and Music Skills</p> <p>Technique: Basic posture with relaxed shoulders Dynamic contrasts Breathing to show phrases</p>	<p>Listening and Music Skills</p> <p>Responding to music with movement. Answering questions about music. Responding to music.</p>	<p>Listening and Music Skills</p> <p>Responding to music with movement. Answering questions about music. Responding to music.</p>
Year 1	<p>Listening and Music Skills</p> <p>Creating and responding to vocal sounds. Exploring how sound changes Creating and placing vocal and body percussion sounds. Exploring descriptive sounds.</p>	<p>Performance and Music Skills</p> <p>Technique: Basic posture with relaxed shoulders Dynamic contrasts Breathing to show phrases</p>	<p>Music History Baroque</p> <p>Composers -</p> <ul style="list-style-type: none"> George Frederick Handel Vivaldi Purcell <p>Intent: Children in Year 1 learn about the Great Fire of London and the Gunpowder plot which took place during the Baroque period.</p>	<p>Ukulele (tuned)</p> <p>Labelling the ukulele Fast finger/fine motor skills games Warm up songs/clapping games/musical listening game Instrument identification in music extracts</p>	<p>Drumming – beat and rhythm</p> <p>Explain what rhythm is. Distinguish between pulse and rhythm.</p>	<p>Singing</p> <p>Singing simple songs, chants and rhymes.</p> <p>Singing collectively and at the same pitch.</p> <p>Working on pitch development in a small range Mi-So.</p> <p>Learning to control pitch and match what they hear accurately.</p>

						Introduce pentatonic songs
Year 2	<p>Listening and Music Skills</p> <p>I can ask and answer questions about a piece of music.</p> <p>I can follow a music map for orchestral music.</p> <p>I can respond to music in a variety of ways.</p>	<p>Performance and Music Skills</p> <p>Technique: Basic posture with relaxed shoulders Dynamic contrasts Breathing to show phrases</p>	<p>Music History Classical & Romantic</p> <p>Composer focus:</p> <p>Joseph Bologne, Chevalier de Saint-Georges (1745 – 1799)</p> <p>Clara Schumann 1819-1896:</p> <p>Florence Price 1887 – 1953:</p> <p>Intent: Children in year 2 learn about the nurses who worked through the Crimean War, which was during the Romantic Period.</p>	<p>Ukulele (tuned)</p> <p>I can find and identify the different parts of the ukulele.</p> <p>I can identify the different parts of the Ukulele and strum the strings carefully with my thumb.</p> <p>I can identify the G C E A strings on the ukulele and play them independently.</p>	<p>Drumming – beat and rhythm</p> <p>Show and feel the beat whilst singing/ chanting.</p> <p>Tap a beat or rhythm when asked.</p> <p>Distinguish between pulse and rhythm.</p>	<p>Singing</p> <p>Increased work on pitching accuracy.</p> <p>Know the meaning of: Dynamics and Tempo with correct use of musical language including (Piano, Mezzo Forte and Forte).</p> <p>Introducing visual symbols including, crescendo decrescendo and pause.</p>
Year 3	<p>Drumming – beat and rhythm</p> <p>Learning all parts of a 5 part rhythm.</p> <p>Combining these parts to play as one ensemble.</p> <p>Break 1 Syncopated unison rhythm introducing semiquavers.</p> <p>Break 2 An orchestrated break that moves between the different instrument sections.</p> <p>Break 3: Compound unison rhythm with drum and vocal parts.</p> <p>Break 4: A variation on break 1 introducing orchestration to the syncopated rhythm.</p>	<p>Cultural Music</p> <p>A Musical Journey Around the World</p> <p>This will be a celebration of different cultures through the medium of music.</p> <p>3 places each!</p> <p>Ideas..</p> <ul style="list-style-type: none"> • Calypso • Indonesia • Brazil • Mexico • West Africa <ul style="list-style-type: none"> • India • Spain • European – Eastern Europe 	<p>Keyboard (tuned)</p> <p>I can use my right and left hand to play high and low white keys on the keyboard.</p> <p>I can use my right and left hand to play the high and low black keys.</p> <p>I can identify middle C on the keyboard and all the others Cs both low and high.</p>	<p>Singing</p> <p>Singing a wide range of unison songs tunefully and with expression. Choices must include variety in styles and structure and be discussed in class using correct language (12 bar blues, Verse/Chorus).</p> <p>Perform tunefully with forte and piano</p> <p>Work towards developing accuracy with a full octave pitch range.</p>		

<p>Year 4</p>	<p>Drumming – beat and rhythm Learning all 5 parts of the Batucada rhythm to be played at speed by the ensemble. Break 1- Mixes simple and compound time with vocal and instrumental orchestration. Break 2- Orchestrated between the master drummer and a single section of the ensemble whilst the remaining drum orchestra maintains their original parts. Break 3- Orchestrated between the orchestra in 2 parts and finishing in unison. Break 4 - An 18 bar unison section including: simple and compound time, vocal parts, accents, phrases of odd bar length and dotted rhythms.</p>	<p>Intent: Children will hone their listening skills and develop their knowledge of these cultures whilst also working on their performance skills and building their confidence. This topic will mix music with drama.</p>	<p>Keyboard (tuned) I can identify D on the keyboard. I can identify E on the keyboard.</p>	<p>Singing Singing a broad range of unison songs with a range of an Octave Sing rounds. Sing in different time signatures. (2, 3 and 4 time) Introduce repertoire with small and large leaps. Sing 2 simple parts to introduce vocal harmony.</p>
<p>Year 5</p>	<p>Drumming – beat and rhythm The Reggae piece increases syncopation in the five part rhythm and the diversity between the different instrumental parts. Now we have the challenge of performing a piece which has a strong emphasis on the “off” beat rather than the “main” beat. (As is common in western music). It is a challenge not to lose our place in the rhythm.</p>	<p>Music History Recorded Music Through the Ages 1900-2000 Intent: Children will explore how recorded music changed through the years. Changes in technology as well as the styles of music that were popular. Children will identify any similarities and differences with the music they enjoy today.</p>	<p>Keyboard (tuned) I can read middle C, D and E on the treble clef and play them with my right hand. Hot cross buns given out I can identify F on the keyboard. I can identify G on the keyboard.</p>	<p>Singing Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. Observe phrasing, pitching and appropriate style for performance. Sing partner songs and three part rounds. Singing two part harmony.</p>
<p>Year 6</p>	<p>Drumming – beat and rhythm The Baio rhythm is all about moving away from a crotchet pulse to a more syncopated dotted crotchet foundation. In this piece, no instrument is playing the four strong beats of the bar so greater</p>	<p>Music History Contemporary Music 1940s-Present Intent: Falling at the end of an academically challenging year, and the end</p>	<p>Keyboard (tuned) I can read middle C, D and E on the treble clef and play them with my right hand. Hot cross buns given out I can identify F on the keyboard. I can identify G on the keyboard.</p>	<p>Singing Sing songs with more syncopated rhythm observing rhythm, phrasing, accurate Pitching and appropriate style.</p>

	<p>rhythmical skill is required. The bell rhythm avoids all the strong beats of the bar alongside the surdo that plays a dotted rhythm. The breaks are also faster and require increased motor skills when handling the instruments.</p>	<p>of their journey at HFA, this topic will include a variety of experiences to engage and excite students. The workshops (HFA staff led) will be about influential artists.</p>		<p>Continue with three part rounds. Introduce four part rounds, three part harmony and performance</p>
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