

**DURHAM**  
**MUSIC** SERVICE

DURHAM MUSIC SERVICE  
**Primary Music Curriculum  
and Progress Map**



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# Welcome

Welcome to Durham Music Service's *Music Curriculum Progress Map*. This document is designed to give all staff responsible for music teaching within primary schools an overview and expected standard based on key areas (building blocks and strands of learning).

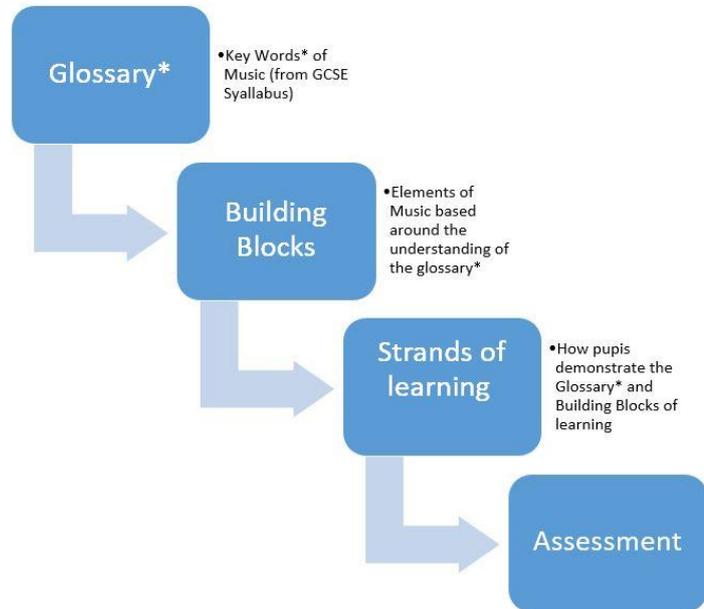
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### Musical Glossary

At its heart is the musical glossary (key vocabulary) and how to show this in a practical way, by using and demonstrating these key skills to build knowledge. As much musical words are used throughout, *if the language of the classroom is music then a more musical outcome will be achieved.*

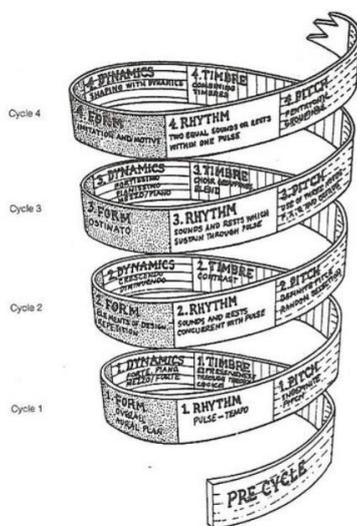
The Glossary is based around the GCSE Syllabus for consistency, to ensure transition from primary to secondary music is as effective as possible.



\*In PRACTICAL WAY – not a key term learning exercise!!!

### Skills based

Music is a skills based subject and must be engaged with and taught practically. We demonstrate this through the spiral of learning, adding to musical concepts throughout the curriculum but ensuring previous knowledge and skills continue to be developed.



### Not a scheme of work

This is not a scheme of work, rather an underpinning foundation that planning can be built upon. The examples in the year by year guide are a way to unpack some of the thinking behind the progress map but a lot more must be done to allow pupils to develop musical knowledge.

### Developing Skills

Each skill can not be achieved and demonstrated with just one exercise. For effective musical learning to take place it must be embedded and demonstrated in different ways and at different times (e.g. different tempos, different time signatures).

## National Curriculum in England

This progress map is not to replace the national curriculum for music. It takes the subject content and builds on each, making expected outcomes for pupils clear and more prescriptive for the specialist and non-specialist music educator alike.

Within the progress map, each National Curriculum (NC) objective is cross referenced so schools can see exactly where the progress map area is based.

### Subject content – Key stage 1

Pupils should be taught to:

- 1.1 use their voices expressively and creatively by singing songs and speaking chants and rhymes
- 1.2 play tuned and untuned instruments musically
- 1.3 listen with concentration and understanding to a range of high-quality live and recorded music
- 1.4 experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Subject content – Key stage 2

Pupils should be taught to:

- 2.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- 2.2 improvise and compose music for a range of purposes using the inter-related dimensions of music
- 2.3 listen with attention to detail and recall sounds with increasing aural memory
- 2.4 use and understand staff and other musical notations
- 2.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- 2.6 develop an understanding of the history of music.

Year	1	2	3	4	5	6
Accompaniment						
Allegro	Yellow	Orange	Blue	Dark Blue	Light Green	Green
Bar	Yellow	Orange	Blue	Dark Blue	Light Green	Green
Chord						
Chord progressions						
Composition						
Counter-melody						
Crescendo						
Crotchet		Orange	Blue	Dark Blue	Light Green	Green
Diminuendo						
Dotted rhythm						
Dynamics						
Forte						
Harmony						
Imitation		Orange	Blue	Dark Blue	Light Green	Green
Improvisation						
Instrumentation						
Largo						
Melody (tune)	Yellow	Orange	Blue	Dark Blue	Light Green	Green
Minim						
Moderato	Yellow	Orange	Blue	Dark Blue	Light Green	Green
Musical features						
Notation						
Off-beat rhythms						
Ostinato						
Percussion	Yellow	Orange	Blue	Dark Blue	Light Green	Green
Performance	Yellow	Orange	Blue	Dark Blue	Light Green	Green
Phrasing						
Piano						
Pitch	Yellow	Orange	Blue	Dark Blue	Light Green	Green
Pulse	Yellow	Orange	Blue	Dark Blue	Light Green	Green
Quaver						
Repetition						
Rest						
Round						
Rhythm	Yellow	Orange	Blue	Dark Blue	Light Green	Green
Score						
Solo						
Staff notation						
Syncopated						
Tempo	Yellow	Orange	Blue	Dark Blue	Light Green	Green
Time signature						
Tune	Yellow	Orange	Blue	Dark Blue	Light Green	Green
Tuned						
Unison						

### Best fit

Each outcome is best fit based on consultation with Primary teachers and instrumental staff within primary schools. It may be the case that within a school setting a concept is introduced at a different time to what is laid out in the progress map. This is absolutely fine providing all the skills leading up to that point are embedded within pupil's musical knowledge and all the content is covered.

### Utilise Music Service Staff

Ensure that staff utilise the skills of visiting music teachers, regularly ask them where the pupils are in terms of the progression map, do this for both Whole Class Ensemble teaching (WCET) and small group (which often get overlooked). Watch and collaborate visiting teachers lessons to build confidence and develop new skills that you can then employ with the pupils. Ask them to leave extension exercises so that pupils can continue the learning before their next visit. *A term of 1-hour whole class instrumental teaching does not constitute a full music curriculum.*

### Whole Class Instrumental teaching

WCET has become an integral part of primary music learning, within this guide certain assumptions have been made. It could be the case that if schools are doing a percussion-based programme pupils knowledge of rhythms will be more advanced but some work on pitch is required in addition to the percussion sessions.

### Cultural Capital

Building musical knowledge and cultural capital is vital for effective outcomes, therefore ensure that your repertoire choices are varied, covering different genres (e.g. Western Classical, World, Pop and Folk) by different artists at from different time periods.

### Further training

Throughout the year Durham Music Service runs network meetings (free if you have an SLA) and bespoke CPD sessions to develop musical learning for teachers.

*During the guide 'clapping' is used a lot, this could be changed to any physical activity that demonstrates the skills (e.g. stamping, nodding etc).*

# Year 1 Suggested Tasks

Pulse	Rhythm	Melody (and notation)
<p>Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4</p>	<p>Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4</p>	<p>Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4</p>

## Play 'Don't Clap This One Back'

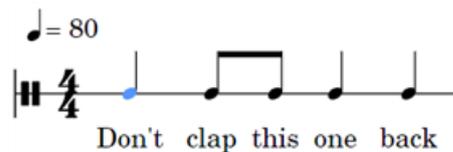
**Teacher** - claps simple rhythm



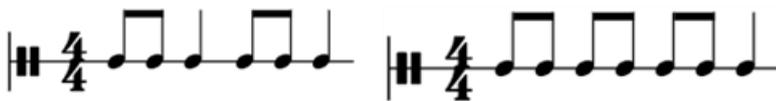
**Pupils** repeat

**Teacher** claps another simple rhythm etc

**Teacher** - if clap the rhythm of Don't clap this one back **Pupils** - don't repeat.



**Extension** – add 2 more 'foridden rhythms' 'Ne-ver Clap this one back Ne-ver will I clap this back



## Keywords

Allegro

Bar

Moderato

Percussion

Performance

Pitch

Pulse

Rhythm

Tempo

Tune

Active Listening	Composing & Improvising	Performing	Singing
Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard NC1.3/NC1.4	Improvise simple rhythms based on given stimuli (e.g. rhythm grids) NC1.4	Play basic rhythms on untuned percussion instruments and using body percussion NC1.2	Sing simple folk tunes in unison both with and without accompaniment or backing tracks NC1.1

### Active listening

- Choose 3 pieces (every two weeks) of different tempos e.g. Moderato, Allegro
- Pupils - clap the pulse of the music being played
- Teacher - mute (don't pause) music
- Teacher - unmute music
- Pupils - are they still in time?

### Rhythm Grids

- Create or use online (Charanga) Rhythm grids

•	•   •	•	•   •
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- One dot per box - Crochet, two dots per box for quavers.
- Pupils choose if a note is high (H) or low (L)
- Teacher chooses to pitches (H and L) with voice or tuned percussion

• <b>H</b>	•   • <b>L   L</b>	• <b>H</b>	•   • <b>H   H</b>
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- The Class then sing the rhythms back with the added pitch

### Suggested Singing Repertoire

Kye Kye Kule	Dipidu	Charlie over the ocean (singing game)	Cobbler cobbler
Okki-tokki-unga	Sally go round the sun	Noah's ark (instruments)	Apple Tree
I hear thunder	Doggy Doggy (singing game)	Bear Hunt	

# Year 2 Suggested Tasks

Pulse	Rhythm	Melody (and notation)
<p>Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4)</p> <p>NC1.3/ NC1.4</p>	<p>Repeat back longer basic rhythms (at least 2 bars); performing notation (using crotchets, quavers and minims).</p> <p>NC1.2/ NC2.1/ NC2.3</p>	<p>Sing back short melodies that use around 3 pitched notes; Perform from rhythmic notation including crotchets and minims</p> <p>NC1.1/ NC1.2/ NC1.4</p>

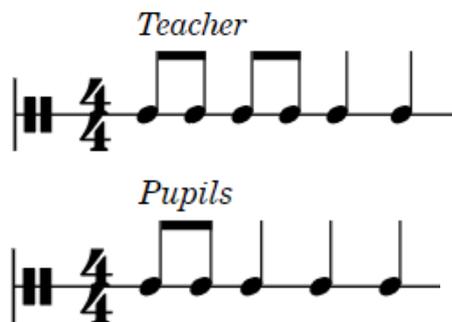
## Rhythm (and composition)

- Create group rhythm raps using one and two and syllable names or words related to a topic over a steady pulse
  - Use GarageBand (ios) smart drums to create an instant backing track
- Layer different groups against each other to develop contrasting rhythms.

Create a notation system for pupils to write their own rhythms down (e.g. number blocks, crotchets and quavers or dots and dashes)



## Composing and Improvising



### Question and answer

- Teacher claps one rhythm
- Pupil: claps back similar not the same (improvising the answer).
- Continue (teacher, pupil etc) with different rhythms

## Keywords

Allegro	Percussion	Repetition
Bar	Performance	Rest
Crotchet	Pitch	Round
Imitation	Pulse	Rhythm
Minim	Quaver	Tempo
Moderato		Tune

Active Listening	Composing	Performing	Singing
Identify where elements change (e.g. music gets faster or louder); replicate these changes in a simple performance NC1.3/ NC1.4	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms NC1.4	Play longer phrases on untuned percussion instruments and body percussion NC1.2	Sing simple songs and folk songs in rounds NC1.1

### Active Listening

- On a grid create 2 boxes (A and B)
- Listening to different pieces of music (that change tempo)
  - E.g. Beethoven Symphony No. 5 opening
  - Don't Stop Me Now
- Pupils decide which section is Moderato and which section is Allegro and write in the correct

### 3 note singing

Choose 3 notes on GarageBand or tuned percussion or voice

**Pupils** 4 different 4 beat rhythm cards

*4 rhythm flash cards*



**Pupils** decide which pitch is where with the rhythm

*4 rhythm flash cards with added pitch (HML)*



**Whole Class** play and sing back the melody line created.

### Suggested Singing Repertoire

Heidi, heidi, hei-de-de-  
di-de  
I love the flowers  
Dr Kickerbocker

Rocky Mountain  
Inch Worm

Turn the Glasses  
Over  
Baningati

John Kanacka  
Have you ever  
seen a Penguin  
come to tea?

# Year 3 Suggested Tasks

Pulse	Rhythm	Melody (and notation)
Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos NC2.1/ NC2.3	Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests NC2.1/ NC2.4	Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) NC2.1/ NC2.2/ NC2.3/ NC2.4

## Composition and Performing

This is not intended as one lesson!

1. **Create a 4 bar rhythm** (in both 3/4 and 4/4)
  - a. Perform using, clapping, body percussion and untuned percussion instruments
  - b. Layer different rhythms against each other to create piece of music.
  - c. Experiment with textures and structures by using a structure grid to develop the piece.

	4 bars	4 bars	4 bars	4 bars	etc
Group 1					
Group 2					
Group 3					
Group 4					



Use GarageBand 'Smart drums' to create an 'instant backing track'

## Keywords

Accompaniment	Improvisation	Percussion	Rest
Allegro	Largo	Performance	Round
Bar	Melody (tune)	Piano	Rhythm
Composition	Minim	Pitch	Tempo
Crotchet	Moderato	Pulse	Tune
Forte	Notation	Quaver	Tuned
Imitation	Ostinato	Repetition	Unison

Active Listening	Composing	Performing	Singing
Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard NC2.3/ NC2.5/ NC2.6	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests NC2.2	Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms NC2.1	Sing songs and folk rounds whilst accompanied by ostinatos from the group NC2.1

### Composition and Performing (part two)

2. **Perform** the piece at different tempos
  - a. *N.B. rests are a musical device as much as notes*
3. **Add pitch**
  - a. Using the rhythms pupils have created add a choice of 3 pitches to the rhythm for example (C E G) perform on tuned percussion or musical app such as garage band.
  - b. Perform the same structure as the rhythm composition
4. **Notation**
  - a. Write the rhythms as notation
  - b. Write the pitch names below
  - c. Add the notes to the staff and pass it to another group to perform your piece.



5. Do this exercise in ¾ and 4/4
6. Different tempos (moderato, allegro at least)
7. With a rhythmical backing track and without
8. Create two-note marches (in 2/4 time). Perform whilst marching around the room to get the concept of 2 beats in a bar.

### Active Listening

Listen to music from different traditions (find examples including folk tunes) and sing back the main riff/ melody

### Suggested Singing Repertoire

Nanuma Clap, Stamp, Slap, Click!	Popacatepetl Pizza Hut	A Young Austrian Old Abram Brown
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# Primary Music Progress Map

*Developing a sense of pulse and rhythm*      *Adding melody to rhythm*

		Year 1	Year 2	Year 3
<b>Building Blocks</b>	<i>Pulse</i>	Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NC1.3/ NC1.4	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos NC2.1/ NC2.3
	<i>Rhythm</i>	Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4	Repeat back longer basic rhythms (at least 2 bars); performing notation (using crotchets, quavers and minims). NC1.2/ NC2.1/ NC2.3	Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests NC2.1/ NC2.4
	<i>Melody (and notation)</i>	Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4	Sing back short melodies that use around 3 pitched notes; Perform from rhythmic notation including crotchets and minims NC1.1/ NC1.2/ NC1.4	Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) NC2.1/ NC2.2/ NC2.3/ NC2.4
<b>Strands of Learning</b>	<i>Active listening</i>	Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard NC1.3/ NC1.4	Identify where elements change (e.g. music gets faster or louder); replicate these changes in a simple performance NC1.3/ NC1.4	Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard NC2.3/ NC2.5/ NC2.6
	<i>Composing and improvising</i>	Improvise simple rhythms based on given stimuli (e.g. rhythm grids) NC1.4	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms NC1.4	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests NC2.2
	<i>Performing</i>	Play basic rhythms on untuned percussion instruments and using body percussion NC1.2	Play longer phrases on untuned percussion instruments and body percussion NC1.2	Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms NC2.1
	<i>Singing</i>	Sing simple folk tunes in unison both with and without accompaniment or backing tracks NC1.1	Sing simple songs and folk songs in rounds NC1.1	Sing songs and folk rounds whilst accompanied by ostinatos from the group NC2.1

# (by Year)

## *pulse and rhythm*

## *Developing as a musician*

Year 4	Year 5	Year 6	
On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3	On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures NC2.1	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music NC2.1/ NC2.3	To achieve these outcomes, pupils should be able to perform with increasing accuracy.
Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests NC2.1/ NC2.3	Perform pieces which use off-beat and dotted rhythms and single quaver rests NC2.1	Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures 3 different tempos NC2.1	
Perform from and compose using 5 pitched notes (or 4 chords) NC2.1/ NC2.2/ NC2.3/ NC2.4	Perform from and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated NC2.1/ NC2.2/ NC2.3/ NC2.4	Perform from and compose using 8 pitched notes; Capture the work in different formats including staff notation so it can be recreated NC2.4	
Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time NC2.1/ NC2.3/ NC2.5/ NC2.6	Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why the music uses those types of rhythms NC2.2/ NC2.5/ NC2.6	Talk about the key features of music including: <ul style="list-style-type: none"> <li>• Tempo</li> <li>• Metre</li> <li>• Instrumentation</li> <li>• Melody</li> </ul> Understand the key features of at least four different types/ genres of music NC2.1/ NC2.3/ NC2.5/ NC2.6	
Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars) NC2.2	Create four bar melodies (in different tempos and time signatures that can be performed and include some off-beat rhythms NC2.2/ NC2.5/ NC2.6	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures NC2.2/ NC2.5/ NC2.6	
Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments NC2.1	Perform 5-8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms NC2.1	Perform confidently and accurately individually and as part of a group NC2.1/ NC2.4	
Sing pieces in two parts that have contrasting melodies and counter-melodies NC2.1	Sing pieces, including those from the western classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1	Sing musically, responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts NC2.1/ NC2.4	

# Primary Music Progress Map

		Building Blocks		
		Pulse	Rhythm	Melody (and notation)
Developing a sense of pulse and rhythm	Year 1	Keep a steady pulse in a group and be able to pick out two different tempos in music NC1.3/ NC1.4	Repeat back short basic rhythms and perform rhythmic ostinatos NC1.2/ NC1.4	Sing back short melodies that use 2 pitched notes and develop the concept of pattern work in music using rhythm grids NC1.1/ NC1.2/ NC1.4
	Year 2	Keep a steady pulse in a group and solo with musical accompaniment; demonstrate at least 2 different time signatures (3/4 and 4/4) NC1.3/ NC1.4	Repeat back longer basic rhythms (at least 2 bars); performing notation (using crotchets, quavers and minims). NC1.2/ NC2.1/ NC2.3	Sing back short melodies that use around 3 pitched notes; Perform from rhythmic notation including crotchets and minims NC1.1/ NC1.2/ NC1.4
	Year 3	Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 2/4, 3/4 and 4/4 using at least 3 different tempos NC2.1/ NC2.3	Perform rhythms that are longer than 2 bars using crotchets, quavers, minims and their rests NC2.1/ NC2.4	Perform from and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests) NC2.1/ NC2.2/ NC2.3/ NC2.4
Adding melody to pulse and rhythm		Year 4	Year 4	Year 4
Developing as a musician	Year 5	On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures NC2.1	Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests NC2.1/ NC2.3	Perform from and compose using 5 pitched notes (or 4 chords) NC2.1/ NC2.2/ NC2.3/ NC2.4
	Year 6	On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures NC2.1	Perform pieces which use off-beat and dotted rhythms and single quaver rests NC2.1	Perform from and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated NC2.1/ NC2.2/ NC2.3/ NC2.4
	Year 6	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music NC2.1/ NC2.3	Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures 3 different tempos NC2.1	Perform from and compose using 8 pitched notes; Capture the work in different formats including staff notation so it can be recreated NC2.4

# Map (by area)

<i>Strands of learning</i>			
Active Listening	Composing & Improvising	Performing	Singing
Identify musical features in a range of high-quality live and recorded music; replicate basic rhythms heard NC1.3/ NC1.4	Improvise simple rhythms based on given stimuli (e.g. rhythm grids) NC1.4	Play basic rhythms on untuned percussion instruments and using body percussion NC1.2	Sing simple folk tunes in unison both with and without accompaniment or backing tracks NC1.1
Identify where elements change (e.g. music gets faster or louder); replicate these changes in a simple performance NC1.3/ NC1.4	Repeat back longer basic rhythms from memory (at least 2 bars) and add imitations of the rhythms NC1.4	Play longer phrases on untuned percussion instruments and body percussion NC1.2	Sing simple songs and folk songs in rounds NC1.1
Identify and describe musical features in pieces from different traditions; sing or play back simple melodies that are heard NC2.3/ NC2.5/ NC2.6	Create basic 3 note tunes and simple rhythms using crotchets, quavers, minims and their rests NC2.2	Use tuned percussion/ melodic instruments as well as the voice to perform 3+ note melodies and simple rhythms NC2.1	Sing songs and folk rounds whilst accompanied by ostinatos from the group NC2.1
Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time NC2.1/ NC2.3/ NC2.5/ NC2.6	Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars) NC2.2	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments NC2.1	Sing pieces in two parts that have contrasting melodies and counter-melodies NC2.1
Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why the music uses those types of rhythms NC2.2/ NC2.5/ NC2.6	Create four bar melodies (in different tempos and time signatures that can be performed and include some off-beat rhythms) NC2.2/ NC2.5/ NC2.6	Perform 5-8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms NC2.1	Sing pieces, including those from the western classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1
Talk about the key features of music including: <ul style="list-style-type: none"> <li>• Tempo</li> <li>• Metre</li> <li>• Instrumentation</li> <li>• Melody</li> </ul> Understand the key features of at least four different types/ genres of music NC2.1/ NC2.3/ NC2.5/ NC2.6	Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures NC2.2/ NC2.5/ NC2.6	Perform confidently and accurately individually and as part of a group NC2.1/ NC2.4	Sing musically, responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts NC2.1/ NC2.4

# Year 4 Suggested Tasks

Pulse	Rhythm	Melody (and notation)
On a tuned instrument, keep a steady pulse in: 2/4, 3/4 and 4/4 time signatures and using different tempos with other pupils playing another ostinato to accompany NC2.1/ NC2.3	Perform pieces with at least 2 rhythms happening together; recognise and clap back rhythms using single quaver rests NC2.1/ NC2.3	Perform from and compose using 5 pitched notes (or 4 chords) NC2.1/ NC2.2/ NC2.3/ NC2.4

## Singing

Teach the counter-melody (e.g. harmony) to a new piece of music before the melody to help pupils to recognise the different parts

## Active Listening

- Create comparison grid
- Pupils listen to 2 (or more) pieces and compare features practical and written down.

Piece	1	2
Ensemble	What type of ensemble is performing this piece?	
Beats per bar	Are there 3 or 4 beats per bar?	
Pulse	Clap (or stamp) the pulse of each piece	
Melody	Sing the main melody from each piece	

## Keywords

Accompaniment	Improvisation	Pulse
Allegro	Largo	Quaver
Bar	Melody (tune)	Repetition
Chord	Minim	Rest
Chord progressions	Moderato	Round
Composition	Notation	Rhythm
Counter-melody	Ostinato	Solo
Crotchet	Percussion	Tempo
Forte	Performance	Tune
Harmony	Piano	Tuned
Imitation	Pitch	Unison

Active Listening	Composing & Improvising	Performing	Singing
Compare pieces of music in different traditions; perform music heard aurally that contains 2+ different parts at the same time <a href="#">NC2.1/NC2.3/NC2.5/NC2.6</a>	Improvise and compose tunes using 5 notes. Create more developed rhythmic patterns (around 4 bars) <a href="#">NC2.2</a>	Perform 5+ note melodies (or 4+ chords) and more complex rhythms on tuned instruments <a href="#">NC2.1</a>	Sing pieces in two parts that have contrasting melodies and counter-melodies <a href="#">NC2.1</a>

### Composing

- Choose 4 rhythmic flash cards and put them in order to create a 4-bar rhythmic phrase.
- Clap the rhythm through

2 different routes

*This is similar to year 3 but this is based upon specific instruments*

	Route 1 (Chord instruments) e.g. Ukulele, Guitar	Route 2 (Melody instrument) e.g. Violin, Cornet
<b>Compose</b>	Add 1 chord per bar	Use 5 notes and add a pitch to each note
<b>Perform</b>	Using the rhythm as the strumming pattern for the chords perform the piece	Perform the melody composed



### Suggested Singing Repertoire

Jada	Alphabetic athletics	A Hundred years ago
Roller Ghoster	I'm gonna sing	Breakfast Calypso
Cat and Mouse Games	Si Si Si	Turn the Glasses Over

*Year 4 is the most popular year for WCET teaching to happen in schools so this is why this area is focused upon that. Ask Instrumental teacher what notes/chords pupils are learning/have learnt to use the same notes/chords in music lessons as well as WCET.*

# Year 5 Suggested Tasks

Pulse	Rhythm	Melody (and notation)
On a tuned instrument, regularly and accurately perform pieces using at least 3 contrasting tempos and time signatures NC2.1	Perform pieces which use off-beat and dotted rhythms and single quaver rests NC2.1	Perform from and compose using 5-8 pitched notes; capture the work in different formats so it can be recreated NC2.1/ NC2.2/ NC2.3/ NC2.4

## Repertoire Choices

Very important at this stage, impossible to give a definitive list as there are so many variables

- E.g. instruments being/been played
- Progress of the pupils
- Size of the class

To help:

- Speak to members of Durham Music Service Staff (or hub in your areas)
- Charanga
- BBC 10 piece.

## Capturing Work

Notation allows us to 'pick up where we left off' with music, either playing or composing.

Experiment with different ways of capturing work

- Staff notation (traditional notes)
- Graphical notation
- Filming
- Recording audio
- Writing down chords

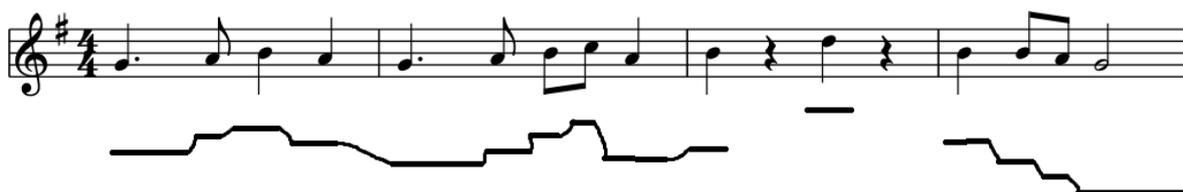
## Keywords

<b>Accompaniment</b>	Crotchet	Largo	Performance	Rhythm
<b>Allegro</b>	Diminuendo	Melody (tune)	Piano	Score
<b>Bar</b>	Dotted rhythm	Minim	Pitch	Solo
<b>Chord</b>	Dynamics	Moderato	Pulse	Tempo
<b>Chord progressions</b>	Forte	Notation	Quaver	Time signature
<b>Composition</b>	Harmony	Off-beat rhythms	Repetition	Tune
<b>Counter-melody</b>	Imitation	Ostinato	Rest	Tuned
<b>Crescendo</b>	Improvisation	Percussion	Round	Unison

Active Listening	Composing & Improvising	Performing	Singing
Whilst listening, pick out and perform syncopated and off-beat rhythms; be able to explain why the music uses those types of rhythms NC2.2/ NC2.5/ NC2.6	Create four bar melodies (in different tempos and time signatures that can be performed and include some off-beat rhythms NC2.2/ NC2.5/ NC2.6	Perform 5-8 note melodies or developed chord progressions (e.g. 2+ chords per bar) and more complex rhythms NC2.1	Sing pieces, including those from the western classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts NC2.1

### Melody and composition

- **Perform**
  - Play a 4-bar melody together as a group
- **Analyse**
  - Draw a shape of the melody as a *squiggly* line



- Discuss the shape
- **Theory**
  - Create approx. 4 rules about good melody writing (e.g.)
    - Start and finish on the same note
    - Finish on a longer note e.g. minim
    - No big jumps between notes but not always just 1 note up or down.
    - Don't be afraid to repeat notes as well.
- **Compose**
  - Choose a flash card for bar one of the piece
  - Using rules created above
  - Compose the final 3 bars of the tune
- **Perform**
  - Play the composed melody line
  - Does it sound good

Suggested Singing Repertoire			
Pop Idol	Where is Love (2	Zion me Wan Go	Consider Yourself
Calypso	parts)	Home	Thank You For the
Hand Jive	One and a Million	Shoeshon Love	Music
		Song	Greensleeves

# Year 6 Suggested Tasks

Pulse	Rhythm	Melody (and notation)
When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music NC2.1/ NC2.3	Perform pieces which use off-beat and syncopated rhythms in: 3 different time signatures 3 different tempos NC2.1	Perform from and compose using 8 pitched notes; Capture the work in different formats including staff notation so it can be recreated NC2.4

To achieve these outcomes, pupils should be able to perform with increasing accuracy.

## Adding performance directions

Pupils add performance directions to a piece of music

e.g. a song

Using the lyrics as a guide

Add

- Dynamics
- Tempo
- Where to breathe
- Any other performance features rather than just singing the piece through.

Then perform the piece as a class or solo/small ensemble

## Keywords

Accompaniment	Forte	Off-beat rhythms	Round
Allegro	Harmony	Ostinato	Rhythm
Bar	Imitation	Percussion	Score
Chord	Improvisation	Performance	Solo
Chord progressions	Instrumentation	Phrasing	Staff notation
Composition	Largo	Piano	Syncopated
Counter-melody	Melody (tune)	Pitch	Tempo
Crescendo	Minim	Pulse	Time signature
Crotchet	Moderato	Quaver	Tune
Diminuendo	Musical features	Repetition	Tuned
Dotted rhythm	Notation	Rest	Unison

Active Listening	Composing & Improvising	Performing	Singing
<p>Talk about the key features of music including:</p> <ul style="list-style-type: none"> <li>• Tempo</li> <li>• Metre</li> <li>• Instrumentation</li> <li>• Melody</li> </ul> <p>Understand the key features of at least four different types/ genres of music</p> <p>NC2.1/ NC2.3/ NC2.5/ NC2.6</p>	<p>Improvise and compose extended pieces of music using up to 8 notes and a variety of rhythms, tempos and time signatures</p> <p>NC2.2/ NC2.5/ NC2.6</p>	<p>Perform confidently and accurately individually and as part of a group</p> <p>NC2.1/ NC2.4</p>	<p>Sing musically, responding to the performance directions of the piece e.g. phrasing; sing more extended harmony parts</p> <p>NC2.1/ NC2.4</p>

### Pupils Conduct

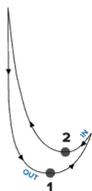
Pupils demonstrate they understand the time signature of the piece by choosing and then using the correct conducting gesture.

Either

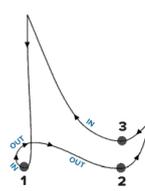
- Recorded pieces
- Performances from the class

It demonstrates

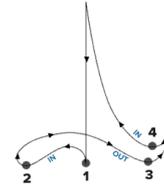
- Pupils understand the pulse of the piece
- Tempo changes
- Dynamics
  - Smaller gestures (piano)
  - Larger gestures (forte)



**2/4** OR **6/8**



**3/4**



**4/4**

### Suggested Singing Repertoire

The Harmony Blues

Believe

Joshua fit the battle of

We are the Young

For the Beauty of the Earth

Jericho

Be Cool

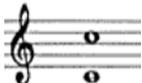
Hashivenu (canon)

Sing

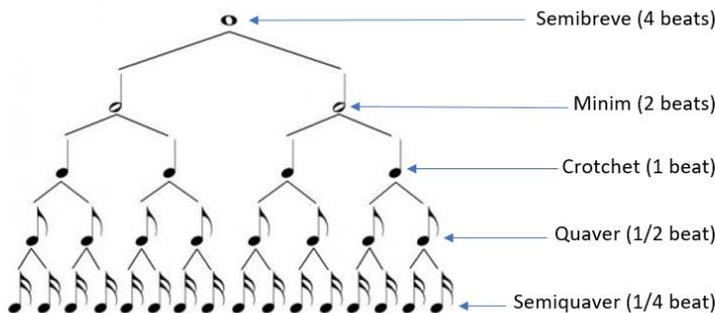
# Useful information

## Pitch ranges

When singing with children, it is useful to bear in mind the following pitch ranges which should be used as a guide to ensure young voices aren't going to be stretched beyond a comfortable range.

	Years 1-2	Years 3-4	Years 5-6
Comfortable range			
	<b>D – B</b>	<b>C – C</b>	<b>C – E</b>

## Note tree

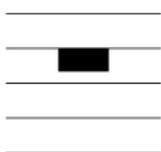


Age	Tempo (BPM)
3-4	70-136
4-6	65-131
6-8	59-123
8-12	52-115

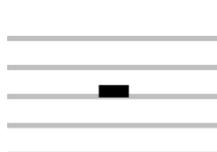
## Age-appropriate pulses

Research has shown that children can interact most readily with music that has a speed similar to their pulse range. We have therefore provided typical BPM ranges of KS1 and KS2 children to aid with performing and listening to music of a suitable speed.

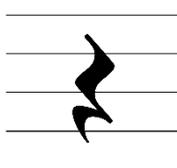
Semibreve rest



Minim rest



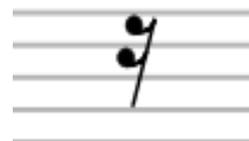
Crotchet rest



Quaver rest



Semiquaver rest



## Time Signature

Most Western classical scores have a time signature at the start of a piece. This system of two numbers tells us the number of beats (not notes) in each bar and the type of beats.



**2 crotchet beats (or equivalent) in each bar. Often in a march-style.**

**British Grenadiers March**

3 crotchet beats (or equivalent) in each bar. Has a clear 'waltz' feel.

Blue Danube Waltz

4 crotchet beats (or equivalent) in each bar. Many pop/ rock songs as well as classical pieces use this time signature.

We Will Rock You

6 quaver beats (or equivalent) usually 'felt' in two groups of three. Often used in folk music, though not exclusively.

Mozart Concerto No. 4

## Resources

We have put together a list of some of the resources we use. Please note, this list is not exhaustive and there are many other reputable resources that can be used to aid teaching.

<p><b>BBC Bring the Noise</b>  <a href="https://www.bbc.co.uk/teach/bring-the-noise">https://www.bbc.co.uk/teach/bring-the-noise</a></p> <p><b>FREE</b></p>	<p>A free BBC resource with lots of classroom activities, resources and teaching techniques.</p>
<p><b>BBC 10 pieces</b>  <a href="https://www.bbc.co.uk/programmes/b0647v1v">https://www.bbc.co.uk/programmes/b0647v1v</a></p> <p><b>FREE</b></p>	<p>An initiative for schools, led by BBC Learning and the BBC Performing Groups that aims to open up the world of classical music to children and inspire them to develop their own creative responses.</p>
<p><b>BBC School Radio</b>  <a href="https://www.bbc.co.uk/programmes/articles/2bL2NL6Cwlsj2Cs4BXkvg9X/primary-music">https://www.bbc.co.uk/programmes/articles/2bL2NL6Cwlsj2Cs4BXkvg9X/primary-music</a></p> <p><b>FREE</b></p>	<p>Free BBC site filled with resources for 3-11 year olds including materials for singing, listening and appraising and composing.</p>

<p><b>Charanga</b> <a href="https://charanga.com/site/musical-school/">https://charanga.com/site/musical-school/</a></p>	<p>A specialist primary music site containing schemes, resources and apps that are mapped against the national curriculum. Free 30 day trial then approx. £195+ VAT/year.</p>
<p><b>Classical 100 Free</b> <a href="https://login.classical100.org/login/">https://login.classical100.org/login/</a></p> <p><b>FREE</b></p>	<p>A free website for primary schools that shares 100 fantastic pieces of classical music as chosen by industry experts.</p>
<p><b>CPR songs</b> <a href="http://www.portsmouthmusichub.org/its-cpr/resources">http://www.portsmouthmusichub.org/its-cpr/resources</a></p> <p><b>FREE</b></p>	<p>Free songs and raps to teach KS2 children CPR.</p>
<p><b>Durham Music Resources</b> <a href="https://www.durhamonlinemusic.co.uk/site/">https://www.durhamonlinemusic.co.uk/site/</a></p>	<p>Our own resource site containing links to resources including our free weekly singing podcast.</p>
<p><b>Durham Vocal Festival</b> <a href="https://www.durhammusic.org.uk/Pages/Catagory/dvf-2019">https://www.durhammusic.org.uk/Pages/Catagory/dvf-2019</a></p>	<p>Our annual vocal festival celebrates the heritage, education, spirituality and variety of repertoire of vocal music and features a series of concerts by young people alongside professional singers and ensembles.</p>
<p><b>Garageband App</b></p> <p><b>FREE</b></p>	<p>Free Apple software for mixing, recording, improvising, composing and performing.</p>
<p><b>Inside Music (The Voices Foundation)</b> <a href="https://www.voices.org.uk/shop">https://www.voices.org.uk/shop</a></p>	<p>3 resource books aimed at pupils from the EYFS to KS2. Over 250 songs, games and activities to develop step-by-step learning.</p>
<p><b>Minute of Listening</b> <a href="https://www.minuteoflistening.org/">https://www.minuteoflistening.org/</a></p>	<p>1 minute extracts of music from a range of styles and traditions with questions for pupils and a teacher fact file on each extract.</p>
<p><b>Free Primary Music Magazine</b> <a href="https://musiceducationsolutions.co.uk/primary-music-magazine/">https://musiceducationsolutions.co.uk/primary-music-magazine/</a></p> <p><b>FREE</b></p>	<p>Free online magazine focusing on current issues in music education.</p>
<p><b>Music Express/ Music Express Extra</b> <a href="https://collins.co.uk/pages/primary-music-music-express">https://collins.co.uk/pages/primary-music-music-express</a></p>	<p>A comprehensive, cross-curricular resource for Foundation Stage to KS2. Lesson plans, resources and schemes.</p>

<b>Music Mark Marketplace</b> <a href="https://www.musicmark.org.uk/marketplace/">https://www.musicmark.org.uk/marketplace/</a>	A reputable site with many free and some paid resources and articles.
<b>Musical Futures</b> <a href="http://www.musicalfutures.org/resources">www.musicalfutures.org/resources</a>  <b>FREE</b>	Free resources for practical music-making used by over 200,000 pupils.
<b>Out of the Ark</b> <a href="https://www.outoftheark.co.uk/">https://www.outoftheark.co.uk/</a>	Award-winning singing resources for EYFS, KS1 and KS2.
<b>Pictures, Poems and Percussion 2</b> <a href="https://www.outoftheark.co.uk/pictures-poems-percussion-2.html?category_id=200">https://www.outoftheark.co.uk/pictures-poems-percussion-2.html?category_id=200</a>	A book and audio CD of poems with linked activities to encourage pupils to compose music.
<b>The Sage</b> <a href="https://sagegateshead.com/">https://sagegateshead.com/</a>	An internationally-recognised music venue in Gateshead. The Sage facilitates tours, concerts and workshops for school groups.
<b>Sing Up!</b> <a href="https://www.singup.org/">https://www.singup.org/</a>	Specially arranged songs, teaching tools and supportive resources. 10 free pieces by becoming a 'friend'; membership option gives access to 850 songs.
<b>Soundation</b> <a href="https://soundation.com/">https://soundation.com/</a>  <b>FREE</b>	Free, online mixing software to introduce pupils to the building blocks of composition and arrangement.
<b>Teaching Gadget</b> <a href="http://teachinggadget.com/">http://teachinggadget.com/</a>	An interactive website designed by a County Durham teacher, which allows young people to play games and do quizzes that aid musical learning.
<b>U Can Play</b> <a href="http://www.ucanplay.org.uk/newwebsite/wp-content/uploads/2017/03/UCan-Play-Funding-Music-Education-in-Your-School-2017.pdf">http://www.ucanplay.org.uk/newwebsite/wp-content/uploads/2017/03/UCan-Play-Funding-Music-Education-in-Your-School-2017.pdf</a>  <b>FREE</b>	Article about applying for funding to support musical activities in your school.
<b>Ukulele Magic</b> <a href="https://collins.co.uk/products/9781408186985">https://collins.co.uk/products/9781408186985</a>	A Collins publication with CD for teaching ukulele to small groups or whole classes.

# Glossary

Term	Definition
Accompaniment	A musical part or parts that support the melody
Active listening	Listening to music and responding by doing something e.g. clapping back rhythms
Allegro	Play quickly
Bar	A segment of time in music that is used to group together beats. In a 4/4 time signature, each bar must contain the value of 4 crotchet beats
Body percussion	Stamping, clapping, clicking and patsch (tapping the thighs) to create rhythms
Chords	A group of (usually three) notes that provide a harmony underneath a tune
Chord progressions	Moving from chord to chord at the correct time
Composition	The process of coming up with your own musical ideas that may or may not be written down
Counter-melody	A second tune that is usually performed at the same time as the main tune
Crescendo	Getting louder
Crotchet	A one-beat note
Diminuendo	Getting quieter
Dotted rhythm	A rhythm that alternates longer (dotted) notes with shorter notes creating a bouncy feel
Dynamics	Volume
Ensemble	Making music with other people
Forte	Loud
Harmony	Music that supports the melody, adding to the depth of the piece e.g. chords or individual melody lines
Imitation	Repeating a phrase of music (pitches and/ or rhythms) in response to a first hearing
Improvisation	Making music up on the spot. A framework may be given e.g. 4 underlying chords
Instrumentation	The instruments used in a piece of music
Largo	Play slowly
Melody	Tune
Minim	A two-beat note
Moderato	Play at a moderate pace
Musical features	Different characteristics of a piece of music e.g. tempo and dynamics
Notation	Ways of writing music down. This can include guitar tab, drum notation, Western classical notation and graphic score notation
Off-beat rhythms	Rhythms where the emphasised beats are not where the pulse lies
Ostinato	A pattern of rhythms or pitches that are repeated in a cycle

Percussion	Instruments that produce sound when shaken or hit with a hand, stick or beater
Performance	The act of playing or singing music to other people
Piano	Quiet
Phrasing	Shaping a tune to make it sound more musical
Pitch	How high or low notes are played
Pitched	An instrument which can play high or low notes
Pulse	The underlying and steady beat in a phrase or piece of music
Quaver	A quicker note that lasts for half a beat (half of a crotchet)
Repetition	The act of copying notes and/ or rhythms in a section of music
Rest	A pause or break in the music
Round	A piece of music where two or more groups of people sing the same tune but start at different times (often after 2 or 4 bars)
Rhythm	The changing patterns of beats that make up a piece of music
Rhythm grid	A system of writing music down by putting dots or symbols in a grid
Score	A piece of music that is written down
Solo	Playing on your own or playing your own part alongside other performers
Staff notation	A system of writing music down using 5 horizontal lines and Western classical note values including crotchets, quavers, minims and rests
Syncopated	Rhythms where the emphasis is not on the main beat – common in jazz music
Tempo	The word used to identify or describe speed
Time signature	A system of two numbers at the start of a piece of music that tell the musician how many beats (and of what type) are in each bar, also called metre
Tune	A melody in a piece of music
Tuned	An instrument capable of playing different pitches e.g. a violin or a glockenspiel
Unison	Two or more musicians performing music of the same pitch, rhythm and melodic shape, at the same time
Untuned	An instrument such as a snare drum that does not play different pitches

# Singing Repertoire

## Year 1

	Song Name	Composer/arranger etc	Where to find the piece e.g. book etc
	Sing simple folk tunes in unison both with and without accompaniment or backing tracks		
1	Kye Kye Kule	Trad. Akan	Music Express Songbook Years 1-2 Publisher A and C Black
2	Okki-tokki-unga	Trad.	Music Express Songbook Years 1-2 Publisher A and C Black
3	I hear thunder		Music Express Songbook Years 1-2 Publisher A and C Black
4	Dipidu	Trad. African	Music Express Songbook Years 1-2 Publisher A and C Black
5	Sally go round the sun		Singing Games and Rhymes for Early Years, compiled by Lucinda Geoghegan published by the National Youth Choir of Scotland
6	Doggy Doggy (singing game)		
7	Charlie over the ocean (singing game)		
8	Noah's ark (instruments)	Tune: Farmer's in the Dell Words: Kaye Umansky	Music Express Songbook Years 1-2 Publisher A and C Black
9	Bear Hunt	Trad. Canadian arr. by James Wild	Sing for Pleasure Bk 10
10	Cobbler cobbler		Singing Games and Rhymes for Early Years, compiled by Lucinda Geoghegan published by the National Youth Choir of Scotland
11	Apple Tree		

## Year 2

	Song Name	Composer/arranger etc	Where to find the piece e.g. book etc
	Sing simple songs and folk songs in rounds		
1	Heidi, heidi, hei-de-de-di-de	trad	
2	I love the flowers		Sing Up
3	Rocky Mountain	trad.	
4	Inch Worm		
5	Turn the Glasses Over	trad.	
6	Baningati	Traditional Cameroonian	Sing Up
7	John Kanacka	trad.	
8	Have you ever seen a Penguin come to tea?		Singing Sherlock Bk 1
9	Dr Kickerbocker		Singing Sherlock Bk 1

## Year 3

Song Name	Composer/arranger etc	Where to find the piece e.g. book etc
Sing songs and folk rounds whilst accompanied by ostinatos from the group		
1	Nanuma Trad African	Lots of recordings online - lovely as a round also with tonic from each phrased played by a chime bar; I've done this with Y2 but it's slightly outside the 6th range.
2	Clap, Stamp, Slap, Click! Jan Holdstock	Sing for Pleasure Bk 3
3	Popocatepetl Jan Holdstock	Sing for Pleasure Bk 4
4	Pizza Hut Trad.	Sing for Pleasure Bk 4
5	A Young Austrian Trad. action song	Sing for Pleasure Bk 4
6	Old Abram Brown trad	Flying around A & C Black

## Year 4

Song Name	Composer/arranger etc	Where to find the piece e.g. book etc
Sing pieces in two parts that have melodies and counter-melodies		
1	Jada Sarah Watts	Jada
2	Roller Ghoster Alan Simmons	Roller Ghoster
3	Cat and Mouse Games Music: Malcolm Abbs Words: Rose Fyleman and Eleanor Farjeon	Cat and Mouse Games
4	Alphabetic athletics Sarah Watts	Alphabeticathletics
5	I'm gonna sing Three trad. spirituals	I'm gonna sing
6	Si Si Si Trad. Congolese	Si Si Si
7	A Hundred years ago Jan Holdstock	
8	Breakfast Calypso Jan Holdstock	
9	Turn the Glasses Over Trad.	

## Year 5

	Song Name	Composer/arranger etc	Where to find the piece e.g. book etc
	Sing pieces including those from a classical tradition, with a range of at least 8 notes and pieces with at least 2 different parts.		
1	Pop Idol	Alan Simmons	Singing Sherlock Bk 2 Published by Boosey and Hawkes
2	Calypso	Jan Holdstock	Music Express Songbook Years 3-6 Publisher A and C Black
3	Hand Jive	Rosemary Redding	Sing for Pleasure Bk 1
4	Where is Love (2 parts)	Lionel Bart	Charanga
5	One and a Million	Emily Barden	Sing Up
6	Zion me Wan Go Home	trad. arr. Peter Hunt	Voiceworks Book 2
7	Shoeshon Love Song	Roger Emerson	Voiceworks Book 2
8	Consider Yourself	Lionel Bart	The National Songbook
9	Thank You For the Music	Anderson & Ulvaeus	The National Songbook
10	Greensleeves	Trad.	The National Songbook

## Year 6

	Song Name	Composer/arranger etc	Where to find the piece e.g. book etc
	Sing Musically responding to the performance directions of the piece. Sing more extended harmony parts		
1	The Harmony Blues	Mary Green and Julie Stanley	Sing Together - Out of the Ark
2	We are the Young	Words and Music by Mary Donnelly Arr. by George Strid	Sheet music
3	Be Cool	Bob Chilcott	Green songs
4	Believe	Lin Marsh	SingUp
5	For the Beauty of the Earth	John Rutter	Oxford University Press
6	Hashivenu (canon)	trad.	Voiceworks Book 2
7	Joshua fit the battle of Jericho	Trad. Arr. Barry Carson Turner	Little Voices-Spirituals
8	Sing	Barlow & Webber	Various Arrangements

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