



# Harcourt Primary School

Music Curriculum Skills & Progression

Age Related Statutory Coverage		
EYFS	KS1	KS2
<p><b>Development Matters</b></p> <p><b>Communication and Language:</b></p> <ul style="list-style-type: none"> <li>*Listen carefully to rhymes and songs, paying attention to how they sound</li> <li>*Learn rhymes, poems and songs</li> </ul> <p><b>Physical Development:</b></p> <ul style="list-style-type: none"> <li>*Combine different movements with ease and fluency</li> </ul> <p><b>Expressive Arts &amp; Design:</b></p> <ul style="list-style-type: none"> <li>*Explore, use and refine a variety of artistic effects to express their ideas and feelings</li> <li>*Return to and build on their previous learning, refining ideas and developing their ability to represent them</li> <li>*Create collaboratively, sharing ideas, resources and skills</li> <li>*Listen attentively, move to and talk about music, expressing their feelings and responses</li> <li>*Sing in a group or on their own, increasingly matching the pitch and following the melody</li> <li>*Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p><b>ELG: Expressive Art &amp; Design: Being Imaginative &amp; Expressive:</b></p> <ul style="list-style-type: none"> <li>*Sing a range of well-known nursery rhymes and songs</li> <li>*Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>	<ul style="list-style-type: none"> <li>*use voices expressively and creatively by singing songs and speaking chants and rhymes</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 interrelated 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 interrelated 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>



# Harcourt Primary School

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Progressive Music Vocabulary						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
*Chant *Fast *Follow *High *Instrument *Low *Loud *Quiet (use instead of 'soft') *Repeat *Rhythm *Sing *Slow *Song *Sounds	As EFYS plus: *Beat *Beater *Cymbal *Drum *High (sound) *Listen *Loud *Low (sound) *Perform *Quiet *Shaker *Steady beat *Tambourine *Tempo *Triangle *Tune *Voice	As EYFS & Yr 1 plus: *Accompany *Body percussion *Chime bar *Chord *Claves *Compose *Duration *Ostinato *Percussion *Phrase *Pitch *Pulse *Recorder *Score *Tuned percussion *Untuned percussion *Volume	As EYFS/KS1 plus: *Names of orchestral instrument *Accompaniment *Call and response *Castanets *Composer *Conductor *Drone *Duet *Duration *Dynamics *Glockenspiel *Lyrics *Melodic phrase *Melody *Orchestra *Orchestration *Ostinati *Round *Scale *Stepwise movement *Structure *Theme *Unison *Woodblock *Xylophone	As all previous years, plus: *Harmony *Improvise *Leaping (large interval between two notes) *Pentatonic	As all previous years, plus: *Accent *Bass *Notation *Texture *Timbre	As all previous years, plus: *Diction *Interval *Syncopation



# Harcourt Primary School

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Skills		
EYFS		
Performing	Composing	Listening/Appraising
<ul style="list-style-type: none"><li>*Can they use their voice to speak/sing/chant?</li><li>*Do they join in with singing?</li><li>*Can they clap short rhythmic patterns?</li><li>*Can they experiment with creating sounds with different instruments?</li></ul>	<ul style="list-style-type: none"><li>*Can they make a range of sounds with their voice?</li><li>*Can they make a range of sounds with instruments?</li><li>*Can they represent sounds pictorially?</li></ul>	<ul style="list-style-type: none"><li>*Can they say if they like or dislike a piece of music?</li><li>*Can they identify and distinguish environmental sounds?</li><li>*Can they begin to describe the sounds? (e.g. loud, quiet, high, low, fast, slow)</li><li>*Can they begin to express how music makes them feel?</li></ul>
EYFS – Greater Depth		
<ul style="list-style-type: none"><li>*Can they perform a rhythm?</li></ul>	<ul style="list-style-type: none"><li>*Can they begin to sequence sounds to create a rhythm or beat?</li><li>*Can they repeat (short rhythmic and melodic) patterns?</li><li>*Can they begin to read pictorial representations of music? (e.g. colourcoded bells, music story maps)</li></ul>	<ul style="list-style-type: none"><li>*Can they identify reasons why they like some music more than others?</li></ul>



# Harcourt Primary School

Music Curriculum Skills & Progression

Skills		
Year 1		
Performing	Composing	Listening/Appraising
<ul style="list-style-type: none"> <li>*Can they use their voice to speak/sing/chant?</li> <li>*Do they join in with singing?</li> <li>*Can they clap short rhythmic patterns?</li> <li>*Can they use instruments to perform a simple piece?</li> <li>*Can they respond to musical indications about when to play or sing?</li> <li>*Can they respond musically with increasing accuracy to a call (high/low, loud/soft, fast/slow) and keep a steady pulse?</li> </ul>	<ul style="list-style-type: none"> <li>*Can they make a range of sounds with their voice?</li> <li>*Can they make a range of sounds with instruments?</li> <li>*Can they identify changes in sounds?</li> <li>*Can they tell the difference between long and short sounds?</li> <li>*Can they represent sounds pictorially?</li> <li>*Can they make a sequence of sounds for a purpose?</li> </ul>	<ul style="list-style-type: none"> <li>*Can they form an opinion to express how they feel about a piece of music?</li> <li>*Can they recognise repeated patterns?</li> <li>*Can they tell the difference between a fast and slow tempo, loud and quiet, and high and low sounds?</li> <li>*Can they hear the pulse in a piece music?</li> <li>*Can they tell the difference between loud and quiet sounds?</li> <li>*Can they describe how sounds are made and changed?</li> <li>*Can they respond to different moods in music and say how a piece of music makes them feel?</li>   <li>*Respond to different moods of music, in different ways</li> </ul>
Year 1 – Greater Depth		
<ul style="list-style-type: none"> <li>*Can they perform a rhythm to a steady pulse?</li> </ul>	<ul style="list-style-type: none"> <li>*Can they repeat (short rhythmic and melodic) patterns?</li> <li>*Can they give a reason for choosing an instrument?</li> </ul>	<ul style="list-style-type: none"> <li>*Can they identify what different sounds could represent and give a reason why?</li> <li>*Can they identify texture - listening for whether there is more than one sound at the same time?</li> <li>*Can they identify musical structure in a piece of music (verse, chorus etc.)?</li> </ul>



# Harcourt Primary School

Music Curriculum Skills & Progression

Skills		
Year 2		
Performing	Composing	Listening/Appraising
<ul style="list-style-type: none"> <li>*Can they follow the melody using their voice or an instrument?</li> <li>*Can they sing songs as an ensemble following the tune (melody) well?</li> <li>*Can they perform in an ensemble with instructions from the leader (e.g. hand signals to indicate pitch and duration of notes)?</li> <li>*Can they play simple rhythmic patterns on an instrument?</li> <li>*Can they sing/clap a pulse increasing or decreasing in tempo?</li> <li>*Do they have control when playing instruments?</li> <li>*Can they perform musical patterns keeping a steady pulse?</li> </ul>	<ul style="list-style-type: none"> <li>*Can they order sounds to create a beginning, middle and end?</li> <li>*Can they represent sounds pictorially with increasing relevance?</li> <li>*Can they choose sounds to achieve an effect (including use of technology)?</li> <li>*Can they begin to compose short melodic patterns using two or three notes (tuned instruments/voice)?</li> <li>*Can they create short, rhythmic patterns – sequences of long and short sounds?</li> <li>*Are they selective in the control used on an instrument in order to create an intended effect?</li> <li>*Can they create their own symbols to represent sounds?</li> <li>*Can they choose sounds to create an effect on the listener?</li> </ul>	<ul style="list-style-type: none"> <li>*Can they identify particular features when listening to music?</li> <li>*Can they begin to associate sounds they hear with instruments?</li> <li>*Can they independently identify the pulse in a piece of music and tap along?</li> <li>*Can they listen carefully to recall short rhythmic patterns?</li> <li>*Can they begin to recognise changes in timbre, dynamics and pitch?</li> <li>*Are they able to recognise and name different instruments by sight?</li> <li>*Can they evaluate and improve their own work and give reasons?</li> <li>*Listen to simple inter-related dimensions of music</li> <li>*Verbally recall what they have heard with simple vocabulary – loud, soft, high, low</li> <li>*Begin to say what they like and dislike</li> </ul>
Year 2 – Greater Depth		
<ul style="list-style-type: none"> <li>*Can they understand the importance of a warm up?</li> <li>*Can they sing/play rhythmic patterns in contrasting dynamics; keeping to the pulse?</li> </ul>	<ul style="list-style-type: none"> <li>*Can they use simple structures (e.g. repetition and order) in a piece of music?</li> <li>*Do they know that phrases are where we breathe in a song?</li> </ul>	<ul style="list-style-type: none"> <li>*Can they tell whether a change (e.g. pitch, tempo, dynamic, texture and timbre) is gradual or sudden and describe its effect?</li> </ul>



# Harcourt Primary School

Music Curriculum Skills & Progression

Skills		
Year 3		
Performing	Composing	Listening/Appraising
<ul style="list-style-type: none"> <li>*Do they sing songs from memory with increasing expression, accuracy and fluency?</li> <li>*Do they maintain a simple part within an ensemble?</li> <li>*Do they modulate and control their voice when singing and pronounce the words clearly?</li> <li>*Can they play notes on tuned and un-tuned instruments with increasing clarity and accuracy?</li> <li>*Can they improvise (including call and response) within a group using the voice?</li> <li>*Can they collaborate to create a piece of music?</li> </ul>	<ul style="list-style-type: none"> <li>*Can they create repeated patterns using a range of instruments?</li> <li>*Can they combine different sounds to create a specific mood or feeling?</li> <li>*Do they understand how the use of tempo can provide contrast within a piece of music?</li> <li>*Can they begin to read and write musical notation?</li> <li>*Can they effectively choose, order, combine and control sounds to create different textures?</li> <li>*Can they use silent beats for effect (rests)?</li> <li>*Can they combine different inter-related dimensions of music (e.g. fast/slow, high/low, loud/soft) in their composition?</li> </ul>	<ul style="list-style-type: none"> <li>*Can they use musical words (pitch, duration, dynamics, tempo) to describe and give their opinion on a piece of music?</li> <li>*Can they evaluate and improve their work, explaining how it has improved using a success criterion?</li> <li>*Do they know that music can be played or listened to for a variety of purposes (including different cultures and periods in history)?</li> <li>*Are they able to recognise a range of instruments by ear?</li> <li>*Can they internalise the pulse in a piece of music?</li> <li>*Can they identify the features within a piece of music?</li>   <li>*Describe music using appropriate vocabulary</li> <li>*Begin to compare different kinds of music</li> <li>*Recognise differences between music of different times and cultures</li> </ul>
Year 3 – Greater Depth		
<ul style="list-style-type: none"> <li>*Can they sing/play rhythmic patterns in contrasting tempo; keeping to the pulse?</li> </ul>	<ul style="list-style-type: none"> <li>*Can they create accompaniments for melodies?</li> <li>*Can they compose a simple piece of music that they can recall to use again?</li> <li>*Do they understand metre in 4 beats; then 3 beats?</li> </ul>	<ul style="list-style-type: none"> <li>*Can they recognise changes in sounds that move incrementally and more dramatically?</li> <li>*Can they compare repetition, contrast and variation within a piece of music?</li> </ul>



# Harcourt Primary School

Music Curriculum Skills & Progression

Skills		
Year 4		
Performing	Composing	Listening/Appraising
<ul style="list-style-type: none"><li>*Can they perform a simple part of an ensemble rhythmically?</li><li>*Can they sing songs from memory with increasing expression, accuracy and fluency?</li><li>*Can they improvise using repeated patterns with increasing accuracy and fluency?</li></ul>	<ul style="list-style-type: none"><li>*Can they use notations to record and interpret sequences of pitches?</li><li>*Can they use notations to record compositions in a small group or on their own?</li><li>*Can they use notation in a performance?</li></ul>	<ul style="list-style-type: none"><li>*Can they explain why silence is used in a piece of music and say what effect it has?</li><li>*Can they start to identify the character of a piece of music?</li><li>*Can they describe and identify the different purposes of music?</li><li>*Can they use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition?</li> <li>*Describe what they hear using a wider range of musical vocabulary</li><li>*Recognise how the inter-related dimensions of music are used by composers to create different moods and effects</li><li>*Understand the cultural and social meaning of lyrics</li><li>*Appreciate harmonies, drone and ostinato</li><li>*Explore ways the way in which sounds are combined towards certain effects</li><li>*Understand the relationship between lyrics and melody</li></ul>
Year 4 – Greater Depth		
<ul style="list-style-type: none"><li>*Can they use selected pitches simultaneously to produce simple harmony?</li></ul>	<ul style="list-style-type: none"><li>*Can they explore and use sets of pitches, e.g. 4 or 5 note scales?</li><li>*Can they show how they can use dynamics to provide contrast?</li></ul>	<ul style="list-style-type: none"><li>*Can they identify how a change in timbre can change the effect of a piece of music?</li></ul>



# Harcourt Primary School

Music Curriculum Skills & Progression

Skills		
Year 5		
Performing	Composing	Listening/Appraising
<ul style="list-style-type: none"> <li>*Can they sing and use their understanding of meaning to add expression?</li> <li>*Can they perform 'by ear' and from simple notations?</li> <li>*Can they improvise within a group using melodic and rhythmic phrases?</li> <li>*Can they recognise and use basic structural forms e.g. rounds, variations, rondo form?</li> <li>*Can they maintain their part whilst others are performing their part?</li> </ul>	<ul style="list-style-type: none"> <li>*Can they begin to use standard notation?</li> <li>*Can they use their notations to record groups of pitches (chords)?</li> <li>*Can they choose the most appropriate tempo for a piece of music?</li> <li>*Can they use technology to compose music which meets a specific criterion?</li> </ul>	<ul style="list-style-type: none"> <li>*Can they describe, compare and evaluate music using musical vocabulary?</li> <li>*Can they suggest improvements to their own or others' work?</li> <li>*Can they choose the most appropriate tempo for a piece of music?</li> <li>*Can they identify and begin to evaluate the features within different pieces of music?</li> <li>*Can they contrast the work of established composers and show preferences?</li>   <li>*Identify cyclic patterns – verse and chorus, coda</li> <li>*Recognise how different inter-related dimensions of music are combined and used expressively in many different types of music</li> <li>*Describe, compare and evaluate different kinds of music using an appropriate and broad musical vocabulary • Analyse and compare features from a wide range of music • Discern and distinguish layers of sound and understand their combined effect</li> </ul>
Year 5 – Greater Depth		
<ul style="list-style-type: none"> <li>*Can they use pitches simultaneously to produce harmony by building up simple chords?</li> <li>*Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?</li> </ul>	<ul style="list-style-type: none"> <li>*Can they identify (and use) how patterns of repetitions, contrasts and variations can be organised to give structure to a melody, rhythm, dynamic and timbre?</li> </ul>	<ul style="list-style-type: none"> <li>*Can they explain how tempo changes the character of music?</li> <li>*Can they identify where a gradual change in dynamics has helped to shape a phrase of music?</li> </ul>



# Harcourt Primary School

Music Curriculum Skills & Progression

Skills		
Year 6		
Performing	Composing	Listening/Appraising
<ul style="list-style-type: none"><li>*Can they begin to sing a harmony part?</li><li>*Can they begin to perform using notations?</li><li>*Can they take the lead in a performance?</li><li>*Can they take on a solo part?</li><li>*Can they provide rhythmic support?</li><li>*Can they perform parts from memory?</li></ul>	<ul style="list-style-type: none"><li>*Do they recognise that different forms of notation serve different purposes?</li><li>*Can they combine groups of beats?</li><li>*Can they use a variety of different musical devices in their composition? (e.g. melody, rhythms and chords)</li></ul>	<ul style="list-style-type: none"><li>*Can they refine and improve their work?</li><li>*Can they evaluate how the venue, occasion and purpose affects the way a piece of music is created?</li><li>*Can they compare and contrast the impact that different composers from different times will have had on the people of the time?</li><li>*Can they analyse features within different pieces of music?</li> <li>*Evaluate differences in live and recorded performances</li><li>*Consider how one piece of music may be interpreted in different ways by different performers, sometimes according to venue and occasion</li></ul>
Year 6 – Greater Depth		
<ul style="list-style-type: none"><li>*Can they perform a piece of music which contains two (or more) distinct melodic or rhythmic parts, knowing how the parts will fit together?</li></ul>	<ul style="list-style-type: none"><li>*Can they show how a small change of tempo can make a piece of music more effective?</li><li>*Do they use the full range of chromatic pitches to build up chords, melodic lines and bass lines?</li></ul>	<ul style="list-style-type: none"><li>*Can they appraise the introductions, interludes and endings for songs and compositions they have created?</li></ul>





# Harcourt Primary School

Music Curriculum Skills & Progression

Charanga Overview Year 1		
Term	Unit	Objectives
1	<b>Hey, You!</b> Activities based around a modern song written in an old school style for children to learn about the differences between the interrelated dimensions of music	*use their voices expressively and creatively by singing songs and speaking chants and rhymes *play tuned and untuned instruments musically *listen with concentration and understanding to a range of high-quality live and recorded music *experiment with, create, select and combine sounds using the inter-related dimensions of music.
2	<b>Harcourt Christmas Unit – KS1 Nativity</b> Learning the melody and to join in with singing Christmas songs	
3	<b>Rhythm in the Way We Walk</b> Activities based around a song written in Reggae style and one in Hip Hope style.	
4	<b>Music Specialist Teaching</b> Learning linked to Performing, Composting & Listening/Appraising	
5	<b>Music Specialist Teaching</b> Learning linked to Performing, Composting & Listening/Appraising	
6	<b>Music Specialist Teaching</b> Learning linked to Performing, Composting & Listening/Appraising	



# Harcourt Primary School

Music Curriculum Skills & Progression

Charanga Overview Year 2		
Term	Unit	Objectives
1	<b>Hands, Feet, Heart</b> Celebrating and learning about South African music.	*use their voices expressively and creatively by singing songs and speaking chants and rhymes *play tuned and untuned instruments musically *listen with concentration and understanding to a range of high-quality live and recorded music *experiment with, create, select and combine sounds using the inter-related dimensions of music.
2	<b>Harcourt Christmas Unit – KS1 Nativity</b> Learning the melody and to join in with singing Christmas songs Finding rhythm & tempo	
3	<b>I wanna play in a band</b> Activities based around a rock song for children.	
4	<b>Music Specialist Teaching</b> Learning linked to Performing, Composting & Listening/Appraising	
5	<b>Music Specialist Teaching</b> Learning linked to Performing, Composting & Listening/Appraising	
6	<b>Music Specialist Teaching</b> Learning linked to Performing, Composting & Listening/Appraising	



# Harcourt Primary School

Music Curriculum Skills & Progression

Charanga Overview Year 3		
Term	Objectives (updated termly from Kent Music)	Unit
1	<p><b>Creative Goals</b></p> <ul style="list-style-type: none"><li>*Name parts of the ukulele and its strings</li><li>*Use the ukulele as an accompaniment for songs</li><li>*Improvise and compose on the ukulele</li></ul> <p><b>Technique Goals</b></p> <ul style="list-style-type: none"><li>*Learn different chords and how chords can be grouped together</li><li>*Learn different strumming patterns</li><li>*Understand the different ways the ukulele can be used</li></ul> <p><b>Repertoire Goals</b></p> <ul style="list-style-type: none"><li>*Explore different styles and genres of music</li><li>*Play songs that demand a greater complexity of chords/rhythms</li></ul>	Year 3 will be receiving the Music Plus lessons this year and will be learning the ukulele, taught by a peripatetic teacher from Kent Music School
2		
3		
4		
5		
6		



# Harcourt Primary School

Music Curriculum Skills & Progression

## Charanga Overview Year 4

Term	Unit	Objectives
1	<b>Music Specialist Teaching – Tchaikovsky – The Nutcracker (Romantic period)</b> <b>Focus: Rhythm notation (graphic score/notation) &amp; instrumentation</b> Learning linked to Performing, Composing & Listening/Appraising	*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression *improvise and compose music for a range of purposes using the inter-related dimensions of music
2	<b>Music Specialist Teaching – Four Seasons - Winter (Baroque period)</b> <b>Focus: Notation (treble), create own rhythmic patterns</b> Learning linked to Performing, Composing & Listening/Appraising <b>Christmas Themed Learning (singing assemblies)</b> Learning the melody and joining in with singing Christmas songs Finding rhythm & tempo Using percussion instruments to complement choruses in songs	*listen with attention to detail and recall sounds with increasing aural memory *use and understand staff and other musical notations *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians *develop an understanding of the history of music.
3	<b>Music Specialist Teaching – Jazz Hands! (Jazz period)</b> <b>Focus: Compose a short piece &amp; simple rhythmic terminology</b> Learning linked to Performing, Composing & Listening/Appraising	
4	<b>Stop!</b> A song/rap about bullying	
5	<b>Lean on me</b> The unit features Soul and Gospel music and a theme of helping each other.	
6	<b>Blackbird</b> All the learning in this unit is focused around one song: Blackbird by The Beatles – a song about civil rights	



# Harcourt Primary School

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Charanga Overview Year 5		
Term	Unit	Objectives
1	<b>Music Specialist Teaching – The Magic Flute: Mozart (Classical period)</b> <b>Focus: Rhythm, notation &amp; instrumentation</b> Learning linked to Performing, Composing & Listening/Appraising	*play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression *improvise and compose music for a range of purposes using the interrelated dimensions of music *listen with attention to detail and recall sounds with increasing aural memory *use and understand staff and other musical notations *appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
2	<b>Music Specialist Teaching – Verdi Requiem (Romanic period)</b> <b>Focus: Notation, music terminology</b> Learning linked to Performing, Composing & Listening/Appraising <b>Christmas Themed Learning (singing assemblies)</b> Learning the melody and joining in with singing Christmas songs Finding rhythm & tempo Using percussion instruments to complement choruses in songs Using tuned instruments (bells) to play along with the choruses in songs	
3	<b>Music Specialist Teaching – Chitty Chitty Bang Bang (20<sup>th</sup> Century period)</b> <b>Focus: Composing &amp; performing</b> Learning linked to Performing, Composing & Listening/Appraising	
4	<a href="https://www.bbc.co.uk/teach/ten-pieces/KS2-aaron-copland-rodeo-hoe-down/z484f4j">https://www.bbc.co.uk/teach/ten-pieces/KS2-aaron-copland-rodeo-hoe-down/z484f4j</a>	
5	<b>The Fresh Prince of Bel Air</b> An integrated approach to music where games, the interrelated dimensions of music, singing and playing instruments are all linked through the song 'The Fresh Prince of Bel Air'.	
6	<b>Dancing in the Street</b> An integrated approach to music where games, the interrelated dimensions of music, singing and playing instruments are all linked through the song 'Dancing in the Street'.	



# Harcourt Primary School

Music Curriculum Skills & Progression

## Charanga Overview Year 6

Term	Unit	Objectives
1	<b>Music Specialist Teaching – Planets: Holst (20<sup>th</sup> Century period)</b> <b>Focus: Rhythm &amp; notation</b> Learning linked to Performing, Composing & Listening/Appraising	<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 interrelated 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> </ul>
2	<b>Music Specialist Teaching – 12 days of Christmas (mixed genres)</b> <b>Focus: Composition, performing &amp; listening/appraising</b> Learning linked to Performing, Composing & Listening/Appraising <b>Christmas Themed Learning (singing assemblies)</b> Learning the melody and joining in with singing Christmas songs Finding rhythm & tempo Using percussion instruments to complement choruses in songs Using tuned instruments (bells) to play along with the choruses in songs	
3	<b>Music Specialist Teaching – Graphic Scores (theme?) (20<sup>th</sup> Century period)</b> <b>Focus:</b> Learning linked to Performing, Composing & Listening/Appraising	
4	<b>You've Got a Friend</b> An integrated approach to music where games, the interrelated dimensions of music, singing and playing instruments are all linked through the song 'You've Got a Friend'.	
5	<b>Music and Me</b> Focuses on inspirational women working in music and is part of Brighter Sound's pioneering gender equality initiative <a href="#">Both Sides Now</a> .	
6	<a href="#">A Midsummer Night's Dream - A Musical for Schools - BBC Teach</a>	



# Harcourt Primary School

## Music Curriculum Skills & Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Early Period				1140 O Euchari (Hildegard)		
Renaissance Period		1551 Ronde and Basse Dance Bergeret from La Mourisque (Susato) 1575 O Nata Lux (Tallis)		1560 If Ye Love Me (Tallis)	1587 Jubilate Deo (Gabrieli)	
Baroque Period	1720 1st movement from Brandenburg Concerto No. 5 (J. S. Bach) 1738 Badinerie from Orchestral Suite No. 2 in B minor (J. S. Bach) 1748 La Rejouissance from Music for the Royal Fireworks (Handel)	1731 Air on a G String from Orchestral Suite No. 3 in D (J. S. Bach) 1749 Arrival of the Queen of Sheba (Handel)	1605 Earl of Essex's Galliard (Dowland) 1630 Miserere (Allegri) 1664 Che Si Può Fare (Barbara Strozzi) 1680 Canon in D (Pachelbel) 1717 Hornpipe from Water Music (Handel) 1725 Winter from The Four Seasons (Vivaldi) 1741 Hallelujah from Messiah (Handel)	1676 Rondeau from Abdelazar (Purcell) 1690 Largo from Concerto Grosso in G minor (Christmas Concerto) (Corelli) 1717 Prelude from Cello Suite No. 1 in G (J. S. Bach) 1717 Adagio from Oboe Concerto in C minor (Marcello) 1727 Zadok the Priest from Coronation Anthems (Handel) 1736 Chaconne (Rameau) 1741 Siciliana from The Goldberg Variations (J.S. Bach) 1745 The National Anthem – God Save the Queen	1630 Beatus Vir (Monteverdi) 1677 Dido's Lament from Dido and Aeneas (Purcell) 1690 Largo from Concerto Grosso in G minor (Christmas Concerto) (Corelli) 1724 Part 1: Chorale from St John Passion (J. S. Bach)	1610 Ave Maris Stella from Vespers of the Blessed Virgin (Monteverdi) 1730 3rd movement from Violin Concerto in E major (J. S. Bach)
Classical Period	1783 Rondo alla Turca (Mozart) 1785 Ah! Vous dirais-je, Maman (Mozart) 1791 2nd movement from Surprise Symphony No. 94 in G major (Haydn) 1811 3rd movement from Clarinet Concerto No. 1 in F minor (Weber) 1824 Overture from William Tell (Rossini)	1808 4th movement from Symphony No. 6 'Pastorale' (Beethoven) 1818 Marche Militaire (Schubert) 1827 Clog Dance from La Fille Mal Gardée (Hérold)	1794 3rd movement from Sonata in F major Op. 33, No. 2 (Clementi) 1796 Trumpet Concerto in E flat (Haydn) 1802 1st movement from Piano Sonata No. 14 'Moonlight' (Beethoven) 1823 Overture from Semiramide (Rossini)	1781 Finale: Presto from Quartet in E flat major Op. 33, 'Russian' (Haydn) 1808 4th movement from Symphony No. 5 (Beethoven) 1810 Für Elise (Beethoven) 1819 Piano Quintet in A major, 'The Trout' (Schubert)	1762 Dance of the Blessed Spirits from Orfeo and Euridice (Gluck) 1779 1st movement from Symphony No.1 (Chevalier de Saint-Georges) 1788 1st movement from Symphony No. 40 in G minor (Mozart) 1791 Papageno's Song from The Magic Flute (Mozart)	1786 3rd movement from Horn Concerto No. 4 (Mozart) 1791 2nd movement from Clarinet Concerto in A major (Mozart) 1803 Overture from Zemira (José Maurício Nunes Garcia) 1824 1st movement String Quartet No. 14 in D minor 'Death and the Maiden' (Schubert) 1826 Mazurkas Op. 24 (Chopin)



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## Music Curriculum Skills & Progression

Romantic Period	<p><b>1842</b> Scherzo from A Midsummer Night's Dream (Mendelssohn)  <b>1863</b> Symphony in C minor (Alice Mary Smith)  <b>1886</b> En Bateau from Petite Suite (Debussy) 1887 Pavane (Fauré)  <b>1892</b> Trepak from The Nutcracker (Tchaikovsky)  <b>1899</b> Flight of the Bumblebee (Rimsky-Korsakov)</p>	<p><b>1830</b> Hebrides Overture (Mendelssohn)  <b>1866</b> By the Beautiful Danube (Johann Strauss II)  <b>1872</b> Farandole from L'Arlesienne Suite No. 2 (Bizet)  <b>1875</b> In the Hall of the Mountain King from Peer Gynt Suite No. 1 (Grieg)  <b>1879</b> Os Justi (Bruckner)  <b>1883</b> Flower Duet from Lakmé (Delibes)  1886 Carnival of the Animals (Saint-Saëns)  <b>1888</b> Gymnopédie No. 3 (Satie)  <b>1891</b> Evening Prayer from Hansel and Gretel (Humperdinck) 1891 Chicago, Grand valse à l'Américaine (Edmond Dédé)  <b>1896</b> Also Sprach Zarathustra (Richard Strauss)  <b>1899</b> Maple Leaf Rag (Joplin)</p>	<p><b>1837</b> Overture from Ruslan and Lyudmila (Glinka)  <b>1867</b> Night on a Bare Mountain (Mussorgsky)  <b>1874</b> Danse Macabre (Saint-Saëns)  <b>1878</b> Slavonic Dance No. 8 (Dvořák)  <b>1888</b> 2nd movement from Scheherazade (Rimsky-Korsakov)  <b>1893</b> Largo from Symphony No. 9 (Dvořák)  <b>1893</b> Berceuse from Dolly Suite (Fauré)  <b>1893</b> Liberty Bell (Sousa)  <b>1896</b> The Sorcerer's Apprentice (Dukas)  <b>1897</b> South African National Anthem Nkosi Sikelel' iAfrika (various artists)</p>	<p><b>1836</b> Eisenbahn-Lust Waltz (Railway Delight Waltz) (Johann Strauss I)  <b>1840</b> Travelling Song (The Train Song) (Glinka)  <b>1844</b> Le Chemin de Fer (Alkan)  <b>1846</b> Le Chant des Chemins de Fer (Berlioz)  <b>1848</b> Soldier's March (Schumann)  <b>1868</b> 1st movement from Piano Concerto in A minor (Grieg) 1870 Ballet Music from Coppélia (Delibes)  <b>1874</b> Má Vlast (Smetana)  <b>1878</b> Sultana (Chiquinha Gonzaga)  <b>1879</b> Toccata from Organ Symphony No. 5 (Widor)  <b>1880</b> Academic Festival Overture (Brahms)  <b>1891</b> Prélude à l'après-midi d'un faune (Debussy)  <b>1892</b> Pizzicato Polka (Johann Strauss II)  <b>1893</b> Romance for Violin and Piano Op. 23 (Amy Beach)  <b>1894</b> Humoresque No. 7 (Dvořák)  <b>1896</b> To a Wild Rose (MacDowell)</p>	<p><b>1834</b> Fantasy Impromptu Op. 66 (Chopin)  <b>1839</b> 1st movement from Piano Quintet No. 1 in A minor Op. 30 (Farrenc)  <b>1846</b> 1st movement from Piano Trio Op. 11 (Fanny Mendelssohn)  <b>1853</b> Andante Molto from Romance for Violin and Piano (Clara Schumann)  <b>1872</b> Carillon from L'Arlesienne Suite No. 1 (Bizet)  <b>1874</b> Dies Irae from Requiem (Verdi)  <b>1884</b> 1st movement from The Holberg Suite (Grieg)</p>	<p><b>1838</b> Raindrop Prelude Op. 28, No. 15 (Chopin) 1838 Kinderszenen (Schumann)  <b>1858</b> Cancan from Orphée aux enfers (Offenbach)  <b>1858</b> Hungarian Dance No. 5 (Brahms)  <b>1874</b> Baba Yaga from Pictures at an Exhibition (Mussorgsky)  <b>1875</b> Toreador Song from Carmen (Bizet)  <b>1880</b> 1812 Overture (Tchaikovsky)  <b>1881</b> Barcarolle from The Tales of Hoffmann (Offenbach)  <b>1892</b> String Quartet in G minor Op. 10 (Debussy)  <b>1893</b> 2nd movement from String Quartet in F major (Ravel)</p>
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## Music Curriculum Skills & Progression

20 <sup>th</sup> Century	<p><b>1909</b> The Wasps (Vaughan Williams) 1910 Finale from The Firebird Suite (Stravinsky)  <b>1924</b> Rhapsody in Blue (Gershwin)  <b>1926</b> Mattachins from Capriol Suite (Warlock)  <b>1926</b> Viennese Musical Clock from Háry János Suite (Kodály)  <b>1933</b> 4th movement from Symphony No. 1 (Florence Price)  <b>1942</b> Hoe Down from Rodeo (Copland)  <b>1953</b> Courtly Dances from Gloriana (Britten)  <b>1953</b> 2nd movement from Symphony No.10 (Shostakovich)  <b>1957</b> Symphonic Dances from West Side Story (Bernstein)  <b>1963</b> Rhythms of Childhood (Ella Jenkins)  <b>1967</b> Colonel Hathi Elephant March from The Jungle Book (Sherman)  <b>1967</b> What a Wonderful World (Louis Armstrong)  <b>1967</b> I Wish I Knew How it Would Feel to be Free (Nina Simone)  <b>1993</b> Stay (Eternal) 1998 Fanfare and Flourishes (James Curnow)</p>	<p><b>1913</b> St Paul's Suite (Holst)  <b>1914</b> Mars from The Planets (Holst)  <b>1927</b> Black and Tan Fantasy (Duke Ellington)  <b>1928</b> Bolero (Ravel)  <b>1930</b> 1st movement from Afro-American Symphony (Still)  <b>1936</b> Peter's Theme from Peter and the Wolf (Prokofiev)  <b>1941</b> Fantasia (Disney, various composers)  <b>1950</b> The Waltzing Cat (Leroy Anderson)  <b>1956</b> Hound Dog (Elvis Presley)  <b>1969</b> Raindrops Keep Falling on My Head (David &amp; Bacharach)  <b>1980</b> For the Beauty of the Earth (Rutter)</p>	<p><b>1911</b> Nocturne for Violin and Piano (Lili Boulanger)  <b>1935</b> Dance of the Knights from Romeo and Juliet (Prokofiev)  <b>1941</b> Sabre Dance from Gayane Suite No. 3 (Khachaturian)  <b>1945</b> Four Sea Interludes from Peter Grimes (Britten)  <b>1948</b> Circus Music Suite from The Red Pony (Copland)  <b>1964</b> I Got You (I Feel Good) (James Brown)  <b>1977</b> We Will Rock You (Queen)  <b>1978</b> Le Freak (Chic)  <b>1988</b> Different Trains (Steve Reich)  <b>1996</b> Lux Aeterna (Elgar, arr. Cameron)</p>	<p><b>1901</b> Pomp and Circumstance March No. 1 in D (Elgar)  <b>1902</b> Concertino for Flute (Chaminade)  <b>1908</b> Arrival Platform Humlet (Grainger)  <b>1913</b> Syrinx (Debussy) 1913 Overture from The Boatswain's Mate (Smyth)  <b>1915</b> From Hanover Square North (Ives)  <b>1917</b> Joc cu Bătă from Romanian Folk Dances (Bartók)  <b>1919</b> 1st movement from Viola Sonata (Rebecca Clarke)  <b>1920</b> Dinah (Louis Armstrong)  <b>1923</b> Pacific 231 (Honegger)  <b>1930</b> The Little Train of the Caipira (Villa-Lobos)  <b>1933</b> Troika from Lieutenant Kijé (Prokofiev)  <b>1936</b> Aria for Alto Saxophone and Piano (Eugène Bozza)  <b>1936</b> Night Mail (Britten)  <b>1938</b> Adagio for Strings (Barber)  <b>1939</b> Take the 'A' Train (Duke Ellington)  <b>1942</b> Fanfare for the Common Man (Copland)  <b>1942</b> Ceremony of Carols (Britten)  <b>1943</b> Overture (Grażyna Bacewicz)  <b>1945</b> The Young Person's Guide to the Orchestra (Britten)  <b>1946</b> Lyric for Strings (Walker)  <b>1947</b> Fanfare for a Great Occasion (Walton)  <b>1948</b> O Waly Waly (arranged by Britten)  <b>1951</b> Six Metamorphoses after</p>	<p><b>1900</b> 1st movement from Piano Concerto No. 2 in C minor (Rachmaninoff)  <b>1903</b> La Mer (Debussy)  <b>1906</b> Symphonic Variations on an African Air (Coleridge-Taylor)  <b>1910</b> La Cathédrale Engloutie (Debussy) 1910 Mother Goose Suite (Ravel)  <b>1913</b> The Sacrificial Dance from The Rite of Spring (Stravinsky)  <b>1917</b> Livery Stable Blues (The Original Dixieland Jazz Band)  <b>1921</b> Chant from The Bandana Sketches (Clarence Cameron White)  <b>1923</b> English Folk Song Suite (Vaughan Williams)  <b>1938</b> Londonderry Air (Grainger)  <b>1942</b> Salt Peanuts (Charlie Parker/Dizzy Gillespie)  <b>1962</b> Watermelon Man (Herbie Hancock)  <b>1963</b> A Hard Rain's A-Gonna Fall (Bob Dylan)  <b>1966</b> Yellow Submarine (The Beatles)  <b>1966</b> Shepherd's Pipe Carol (Rutter)  <b>1968</b> Hushabye Mountain from Chitty Chitty Bang Bang (Sherman)  <b>1970</b> Early One Morning (Britten)~ 1976 Love Really Hurts Without You (Billy Ocean)  <b>1978</b> Variations on a Theme by Paganini (Andrew Lloyd Webber)  <b>1981</b> Ellis Island (Meredith Monk)</p>	<p><b>1915</b> Ritual Fire Dance from El Amor Brujo (de Falla)  <b>1918</b> Hava Nagila (various artists)  <b>1928</b> Runaway Blues (Ma Rainey)  <b>1934</b> Fantasia on Greensleeves (Vaughan Williams)  <b>1935</b> O Fortuna from Carmina Burana (Orff)  <b>1937</b> Introduction from The Ordering of Moses (Dett)  <b>1939</b> 2nd movement from Concierto de Aranjuez (Rodrigo)  <b>1957</b> Round Midnight (Miles Davis)  <b>1965</b> Do-Re-Mi from The Sound of Music (Hammerstein)  <b>1966</b> Scarborough Fair/Canticle (Simon &amp; Garfunkel)  <b>1970</b> Early One Morning (Britten)  <b>1974</b> Six Pianos (Steve Reich)  <b>1974</b> Waterloo (ABBA) 1974 Libertango (Piazzolla)  <b>1975</b> Theme from Jaws (John Williams)  <b>1976</b> Somebody to Love (Queen)  <b>1976</b> You to Me are Everything (The Real Thing)  <b>1982</b> Ja Funmi (Sunny Ade)  <b>1983</b> Every Breath You Take (The Police)  <b>1989</b> Back to Life (Soul II Soul)  <b>1991</b> Hook (Fitkin)  <b>1999</b> Say My Name (Destiny's Child)</p>
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				<p>Ovid (Britten)  <b>1958</b> My Baby Just Cares For Me (Nina Simone)  <b>1959</b> Take Five (Dave Brubeck)  <b>1963</b> The Pink Panther (Henry Mancini)  <b>1967</b> With A Little Help from My Friends (The Beatles)  <b>1978</b> Theme from Superman (John Williams)  <b>1994</b> Javelin (Michael Torke)  <b>1995</b> Wonderwall (Oasis)  <b>1996</b> Theme from Mission Impossible (Lalo Schifrin)</p>	<p><b>1982</b> The Lamb (Tavener)  <b>1984</b> Smalltown Boy (Bronski Beat)  <b>1985</b> Time Lapse (Michael Nyman) 1985 Dirty Old Town (The Pogues)  <b>1986</b> Short Ride in a Fast Machine (John Adams)  <b>1989</b> Belfast Child (Simple Minds)  <b>1991</b> Whiskey in the Jar (Thin Lizzy)  <b>1993</b> Play Dead (Björk)</p>	
2st Century	<p><b>2011</b> Wild Man (Kate Bush)  <b>2012</b> Northern Lights (Eriks Ešenvalds)</p>	<p><b>2000</b> Sleep (Eric Whitacre)  <b>2012</b> Night Ferry (Anna Clyne)  <b>2013</b> Blaze (Diana Burrell)  <b>2017</b> The Green Fuse (James B. Wilson)  <b>2017</b> No Place Like (Kerry Andrew)  <b>2017</b> Ave Generosa (Ola Gjeilo)</p>	<p>2003 Eliza's Aria from Wild Swans (Elena Kats-Chernin)          2015 Anthology of Fantastic Zoology (Mason Bates)          2018 Legend of the Sky (Fraser Trainer)</p>	<p><b>2000</b> 2nd movement from Piano Sonata No. 2 (Dorman)  <b>2001</b> Theme from Amélie (Yann Tiersen)  <b>2004</b> Music of the Spheres (Philip Sparke)  <b>2007</b> Fnugg (Baadsvik)  <b>2009</b> Concerto for Turntables and Orchestra (Gabriel Prokofiev)  <b>2018</b> The True Light (Judith Weir)  <b>2018</b> Anthem (Lucy Pankhurst)</p>	<p><b>2000</b> Shine As The Light (Peter Graham) 2000 Crouching Tiger, Hidden Dragon (Tan Dun)  <b>2000</b> Theme from Lord of the Rings (Howard Shore)  <b>2000</b> Smells Like Teen Spirit (The Bad Plus)  <b>2008</b> Jai Ho from Slumdog Millionaire (A. R. Rahman)  <b>2012</b> The Snow Prelude No. 3 (Ludovico Einaudi)  <b>2012</b> Shadows (Lindsey Stirling)  <b>2013</b> Imaginary Garden V. Renewed at Every Glance (Hope Lee)  <b>2014</b> Lingus (Snarky Puppy)  <b>2014</b> Shake it Off (Taylor Swift)  <b>2016</b> Human (Rag'n'Bone Man)  <b>2017</b> Florence (Loyle Carner)</p>	<p><b>2000</b> Walking Away (Craig David)  <b>2008</b> End Credits from The Duchess (Rachel Portman)  <b>2015</b> Connect It (Anna Meredith)  <b>2016</b> A Little Summer Suite (Betsy Jolas)  <b>2017</b> Amar Pelos Dois (Salvador Sobral)  <b>2019</b> The Sun Rose (Gavin Greenaway)</p>
Music Traditions	<p><b>USA</b> Walkers (Stomp) Brazil Fanfarra (Cabua-Le-Le) (Sérgio Mendes/Carlinhos Brown)  <b>Virgin Islands</b> Old Time Calypso (Love City Pan Dragons)  <b>Ghana</b> Kye Kye Kule</p>	<p><b>Peru</b> Sikuriadas (Inti-Illimani)  <b>Ireland</b> Mylecharaine's March (Barrule)  <b>Indonesia</b> Baris (Gong Kebyar of Peliatan)  <b>England</b> Oliver Cromwell 2  <b>England et al</b> The Old Woman</p>	<p><b>India</b> Sahela Re (Kishori Amonkar)  <b>Ireland</b> Be Thou my Vision (various artists)  <b>Congo</b> Si, Si, Si (various)  <b>Japan</b> Kaeru no uta  <b>Morocco</b> A ram sam sam</p>	<p><b>Israel</b> Bim Bam Bom (various)  <b>Russia</b> Kalinka (various)  <b>Trinidad</b> Tropical Bird (Trinidad Steel Band)  <b>Punjab/UK</b> Bhabiye Akh Larr Gayee (Bhujhangy Group)  <b>England</b> Admiral Benbow</p>	<p><b>USA</b> Go Down Moses (Harlem Gospel Singers)  <b>South Africa</b> Inkanyezi Nezazi (Ladysmith Black Mambazo)  <b>Nigeria</b> Jin-Go-La-Ba (Drums of Passion) (Babatunde Olatunji)</p>	<p><b>Poland</b> Oi Dana (various)  <b>South Africa</b> Siyahamba  <b>Ghana</b> Senwa de Dende (various)  <b>Middle East</b> Sprinting Gazelle (Reem Kelani)  <b>England</b> Scarborough Fair</p>



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	<p><b>Bangladesh</b> Mo matchi (Song of the Bees)  <b>England</b> My Shoes Are Made of Spanish Leather  <b>England</b> Acre of Land</p>	<p>Wrapped Up in a Blanket  <b>USA</b> Built my lady a fine brick house  <b>England</b> A Long Time Ago  <b>Australia</b> I got kicked by a kangaroo  <b>Bangladesh</b> Hatti- ma tim tim (An Imaginary Bird)  <b>Bangladesh</b> Charti Kula beng (Four Fat Frogs)  <b>England</b> The Herring Song 2  <b>England</b> Hop Hop Hop 2  <b>England et al</b> Sally Jumped Over the Stars</p>	<p><b>Bangladesh</b> Now charia de (A Boatman's Song)  <b>Pakistan</b> Drummer's Reel (Dhol Foundation)  <b>England</b> Adieu, Sweet Lovely Nancy</p>	<p><b>Ghana</b> Namuma  <b>England</b> Wassail Song  <b>Ireland</b> She Moved Through the Fair</p>	<p><b>Wales</b> Hela'r Dryw (Hunting the Wren)  <b>England</b> Leave Her, Johnny, Leave Her!  <b>Ireland</b> Danny Boy  <b>Caribbean</b> Four White Horses  <b>Uganda</b> Dipidu  <b>England</b> Camborne Hill (various)  <b>England</b> Hopping Down in Kent</p>	<p>(Martin Carthy)  <b>Scotland</b> Grand Etang/Hull's Reel (Alasdair Fraser &amp; Natalie Haas)  <b>Indonesia</b> Rangsang (Gamelan Wayang Sasak)  <b>England</b> The Codbanging Song  <b>England</b> Bonny Pit Laddie  <b>England</b> Daddy Fox 6 Wales Suo Gan  <b>Hungary</b> The Gnat  <b>Brazil</b> Asa Branca</p>
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