



Whole School Progression Plan

Stretto music
Music Specialists for Schools & Businesses

Whole School Progression Plan

The Stretto Whole School Progression Plan explores how musical techniques and skills can be nurtured and developed in all pupils, through all Key Stages. It recognises that such skills can be expressed instrumentally, vocally or through music technology. It focuses on implementation and how to evidence good musical progression across the Key Stages through regular performance points and recordings.

The Whole School Progression Plan takes as its core the belief that every young person should be able to experience music and to make progress. This includes singing, as well as having opportunities to learn an instrument, through whole-class ensemble work and small-group teaching at Key Stage 2. The following guidance covers the skills of singing, composing, listening and performing (*individually and collectively*) and applies across the curriculum in Key Stages 1 and 2.



Expected Level at end of EYFS

These early learning goals have been chosen due to their close links to the music national curriculum.

Statutory framework for the Early Years Foundation Stage

Being Imaginative and Expressive through Music

- Children can sing a range of well-known rhymes and songs.
- Children can perform songs, rhymes, poems, and stories with others, and (*when appropriate*) try to move in time with music.



The Whole School Progression Plan is structured upon the 2021 Model Music Curriculum.

Music Model Curriculum: Key Stages 1 to 2. Non-statutory guidance for the National Curriculum in England

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs focussing on different rhythmic patterns. • Play tuned and untuned instruments musically and learn to follow the conductor. • Understand musical concepts and terminology: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. • Listen with concentration and understanding to a range of high-quality live and recorded music. • Develop and control their musical aural memory. • Experiment with, create, select and combine sounds using the inter-related elements of music. • Sing, play and perform as an ensemble, musically with increasing confidence. 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Sing and play musically with increasing confidence and control. • Play and perform solos and in ensembles, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Use in their lessons musical concepts and terminology: pitch, duration, dynamics, tempo, timbre, texture and structure. • Improvise and compose music using the inter-related elements of music. • Develop their aural memory skills, listening with attention to musical details and learn to 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 well known composers and musicians thus developing an understanding of the history of music.
<p>We target these areas and make sure Key Stage 1 children experience the joy of learning through working with music specialists.</p>	<p>We target these areas and tailor each Key Stage 2 class to the talents of the children, ensuring each child is challenged and motivated through vibrant music making.</p>



Intent

We believe that music should be an enjoyable experience for pupils and teachers. Music has a strong positive impact on the lives of children and makes them feel confident. Our intent is for children to participate in a range of musical experiences. They will develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for

these elements, focussing on dynamics, tempo, timbre, texture and structure. As the children's confidence builds, they will be able to understand and enjoy the performance aspect of music with a focus on learning to perform as an ensemble. Children will experience listening to music from different cultures and eras.

Implementation

Music can be taught as an individual subject by a specialist musician using the school instrument resources. Stretto musicians perform live music to the children, engaging them in a kinaesthetic learning style. Students engage in weekly physical musical activities which develop their fine motor skills, aural and rhythm memory skills, visual memory skills plus cognitive and social skills. Music can also be taught across the curriculum. Areas of learning, such as times tables in maths,

vocabulary in languages and movement in dance can all relate to different elements of music. Regular singing in assemblies allows children to learn how to perform in larger ensembles. Regular performance points demonstrate that music is important to the life of the school. Extracurricular activities, such as choirs, bands and peripatetic instrument lessons also enrich and motivate the children.

Impact

The impact of teaching music will be evident across the school with an increase in the profile of music. Whole-school and parental engagement will be noticeably improved through regular performances and extracurricular musical activities like bands, choirs and instrument lessons. Music instruction is documented to accelerate brain development in children, particularly in the areas of the brain responsible for processing sound, language development, speech perception and reading skills.

Good impact brings joy to pupils and staff. This is achieved by regular small performance points, included in weekly specialist teaching. Studies show that participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across the school, encouraging them to continue building on this wealth of musical ability, now and in the future, to make music a whole school strength.



Key Stage 1

Singing Skills		KS1
Year 1	Year 2	
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Sing simple songs from memory - beginning with a very small range, and getting gradually wider • Sing as a group and at the same pitch • Respond to simple visual directions and counting in (<i>conducting</i>) • Use good posture and breathing techniques when singing • Sing a variety of call and response songs, in order to control their vocal pitch and accurately match pitch 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Regularly sing songs with a relatively small pitch range with increasing vocal control • Use good posture and breathing techniques when singing and build their range to an octave • Understand the meaning of dynamics (<i>loud/quiet</i>) and tempo (<i>fast/slow</i>) and be able to demonstrate these when singing by responding to: <ul style="list-style-type: none"> - the teacher's directions - visual symbols (<i>e.g. crescendo, decrescendo, pause</i>) 	

Listening Skills	KS1
Year 1 and Year 2	
<p>Our teachers will develop pupils' shared knowledge and understanding of the history and social context of the music they are listening to, singing and playing. Listening to recorded performances will be complemented by live music in lessons and learning instruments will be actively encouraged as an extracurricular activity.</p>	



Composing Skills

KS1

Year 1

Pupils will be taught to:

- Improvise simple vocal lines, using call and response techniques
- Improvise an ostinato/riff (*e.g. for an accompaniment*)
- Create musical sound effects and short sequences of sounds with tuned and untuned instruments in response to prompts from our teachers, leading to combining sounds to make a story
- Understand the difference between creating rhythm patterns and pitch patterns
- Create rhythm and pitch patterns and perform these for others, taking turns
- Use music technology, if available, to record, change and combine sounds
- Recognise how graphic notation can represent created sounds leading to exploring and inventing their own symbols

Year 2

Pupils will be taught to:

- Create music in response to non-musical prompts
- Improvise an ostinato/riff (*e.g. for an accompaniment*)
- Work with a partner to improvise simple call and response phrases, to be then sung and played on untuned percussion, creating a musical conversation
- Use graphic symbols (*dot notation and stick notation*) to keep a record of composed pieces
- Explore layering rhythmic or melodic phrases
- Explore combinations of sounds, dynamic choices
- Indicate tempo in their music
- Use music technology, if available, to record change and combine sounds



Musicianship Skills - Pulse / Beat

KS1

Year 1

Pupils will be taught to:

- Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes
- Use body percussion, (e.g. *clapping, tapping, walking*) and classroom percussion (*shakers, sticks and blocks, etc.*), playing repeated rhythm patterns (*ostinati*) and short, pitched patterns on tuned instruments (e.g. *glockenspiels or chime bars*) to maintain a steady beat
- Respond to the pulse in both recorded and live music through movement and dance

Year 2

Pupils will be taught to:

- Understand that the speed of the beat can change, creating a faster or slower tempo
- Mark the beat of a piece while listening to it, by tapping or clapping, and recognising tempo as well as changes in tempo
- Walk in time to the beat of a piece of music, leading to knowing the difference between left and right, supporting coordination and shared movement with others
- Begin to group beats in twos and threes by tapping knees on the first (*strongest*) beat and clapping the remaining beats
- Identify the beat groupings in familiar music that they regularly listen to



Musicianship Skills - Rhythm

KS1

Year 1

Pupils will be taught to:

- Listen to and repeat short rhythm patterns accurately, led by the teacher
- Perform short repeating rhythm patterns (*ostinati*) while keeping in time with a steady beat (*tempo*)
- Perform word-pattern chants, and perform their own rhythm patterns

Year 2

Pupils will be taught to:

- Listen to rhythms and copy a leader. Invent rhythms for others to copy on untuned percussion
- Create rhythms using word phrases as a starting point
- Read and respond to rhythm patterns and represent them with stick notation including crotchets, quavers and crotchet rests
- Create and perform their own rhythm patterns with the same stick notation

Musicianship Skills - Pitch

KS1

Year 1

Pupils will be taught to:

- Listen to sounds in the school environment, identifying high and low sounds
- Sing familiar songs in both low and high voices and talk about the difference in sound
- Explore percussion sounds to enhance storytelling
- Follow pictures and symbols to guide singing and playing

Year 2

Pupils will be taught to:

- Play a range of singing games based on the cuckoo interval, matching voices accurately and supported by a leader playing the melody
- Sing short phrases independently within a singing game or short song
- Respond independently to pitch changes heard in short melodic phrases, indicating with actions
- Recognise dot notation and match it to 3-note tunes played on tuned percussion



Key Stage 2

Singing Skills				KS2
Year 3	Year 4	Year 5	Year 6	
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Sing a widening range in a variety of styles and structures, in unison, tunefully and with expression. Perform forte and piano (<i>loud and soft</i>) • Use good posture and breathing techniques when singing and build their range to an octave • Perform actions confidently and in time to a range of action songs • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the song changes • Perform as an ensemble to others regularly 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • To sing a wide variety of unison songs with a wider range - pitching the voice accurately and following directions for getting louder (<i>crescendo</i>) and quieter (<i>decrescendo</i>) • Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part, introducing vocal harmony • Use good posture and breathing techniques when singing, develop range beyond an octave • Perform as an ensemble to others regularly with a focus on articulation, tone and facial expressions 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Sing a wide variety of songs from an extended repertoire with a sense of ensemble and performance • Observing phrasing, accurate pitching and appropriate style • Sing rounds, partner songs and songs with a verse and a chorus • Use good posture and breathing techniques when singing, develop range beyond an octave • Develop a clear, even tone • Perform as an ensemble to others regularly with larger school audiences focusing on articulation, tone and facial expressions 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Sing a broad range of songs (<i>including ones with syncopated rhythms</i>), with a greater sense of ensemble and more complex performance skills • Observe rhythm, phrasing, accurate pitching and appropriate style • Continue to sing 3 and 4 part rounds or partner songs, and experiment with positioning singers randomly within the group, in order to develop greater listening skills, balance between parts, and vocal independence • Use good posture and breathing techniques when singing, develop range beyond an octave • Perform as an ensemble to others regularly with larger school audiences and to public, community audiences 	



Listening Skills

KS2

Years 3, 4, 5 and 6

Our teachers will develop pupils' shared knowledge and understanding of the history and social context of the music they are listening to, singing and playing. Listening to recorded performances will be complemented by live music in lessons, and will also be encouraged as an extracurricular activity.

Improvising Skills

KS2

Year 3

Pupils will be taught to:

- Become more skilled in improvising (*using voices, tuned and untuned percussion and instruments played in a combination of small groups or whole-class groups*), inventing short 'on-the-spot' responses using a limited note-range
- Structure musical ideas (*e.g. using echo or question and answer phrases*) to create music that has a beginning, middle and end
- Pupils should compose in response to different stimuli, e.g. stories, verse, images (*paintings and photographs*) and musical sources

Year 4

Pupils will be taught to:

- Improvise on a small range of pitches on the instrument they are now learning, making use of musical features including smooth (*legato*) and detached (*staccato*)
- Make compositional decisions about the overall structure of improvisations

Year 5

Pupils will be taught to:

- Improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments
- Improvise over a simple groove, responding to the beat, creating a clear melodic shape
- Experiment with using a wider range of dynamics, including very loud (*fortissimo*), very quiet (*pianissimo*), moderately loud (*mezzo forte*) and moderately quiet (*mezzo piano*)

Year 6

Pupils will be taught to:

- Extend their improvisation skills through working in small groups
- Create music with multiple sections with both repetition and contrast
- Use basic chord changes as part of an improvised sequence
- Extend improvised melodies beyond eight beats over a fixed groove, creating a satisfying melodic shape



Composing Skills				KS2
Year 3	Year 4	Year 5	Year 6	
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create basic rising and falling phrases using three notes Compose song accompaniments on untuned percussion using known rhythms and note values Explore layering rhythmic or melodic phrases Explore combinations of sounds and make dynamic choices Indicate tempo in their music 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Combine known rhythmic patterns with letter names to create short pentatonic phrases using 5 pitches suitable for the instruments being used, leading to singing and playing these phrases as self-standing compositions Arrange individual notation cards of known note values (i.e. <i>minim, crotchet, crotchet rest and paired quavers</i>) to create sequences of 2, 3 or 4-beat phrases, arranged into bars Develop knowledge of musical elements by composing music to create a specific mood or story Understand the basics of major and minor chords Include instruments played in whole-class/group/individual teaching to expand the range of the sound palette available for composition work Record creative ideas using: graphic symbols, rhythm notation, time signatures, staff notation and/or technology 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Compose melodies made from pairs of phrases in either C major or A minor (<i>or a key suitable for the instrument chosen</i>) - these melodies can be enhanced with rhythmic or chordal accompaniment Compose a short ternary piece, in pairs Use chords to compose music to evoke a specific atmosphere, mood or environment - this could lead to pupils creating music to accompany a silent film or to set a scene in a play or book Harmonise a melody using chords I and V Capture and record creative ideas using: graphic symbols, rhythm notation and time signatures, staff notation and/or technology 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> Plan and compose an 8 beat or 16 beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest Notate, and then play their written melodies on available tuned percussion and/or orchestral instruments Compose melodies made from pairs of phrases in either G major or E minor (<i>or a key suitable for the instrument chosen</i>) - these melodies can be enhanced with rhythmic or chordal accompaniment Harmonise a melody using chords I and V Use tempo and dynamic variations Use tonal and texture choices Compose a ternary piece, using the available music software/apps to create and record it, discussing how musical contrasts were achieved 	



Performance Skills

KS2

Year 3

Pupils will be taught to:

- Develop more confidence in playing tuned percussion or a melodic instrument, such as a ukulele or recorder
- Focus on good posture, clear tone and dynamic contrasts as they perform
- Play and perform simple melodies following staff notation using a small range as a whole class or in small groups
- Use listening skills to correctly order phrases using dot notation, showing different arrangements of notes (*a selection of 3 in a small range, eg. C-D-E*)
- Perform in small groups, simple repetitive bass lines on tuned percussion and instruments with accuracy to accompany the vocal melody
- Individually copy stepwise melodic phrases with accuracy at different speeds; *allegro* and *adagio* (*fast and slow*), leading to more extended question-and-answer phrases

Year 4

Pupils will be taught to:

- Develop facility in the basic skills of a variety of percussion instruments and musical instruments, over a sustained learning period
- Focus on good posture, clear tone, dynamic contrasts, articulation and phrasing as they perform
- Play and perform melodies following staff notation using a small range as a whole-class, or in small groups
- Perform in two or more parts (*e.g. melody and accompaniment*) as a larger ensemble using instruments played in whole class teaching
- Identify static and moving parts
- Use animated facial expressions
- Copy short melodic phrases including ones that use the pentatonic scale

Year 5

Pupils will be taught to:

- Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one staff and using notes within the Middle C-C' range
- Focus on good posture, clear tone, dynamic contrasts, articulation and phrasing as they perform
- Understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards
- Perform simple, chordal accompaniments to familiar songs, splitting chords between groups to build teamwork skills
- Use animated facial expressions and good articulation
- Perform a range of repertoire arrangements combining acoustic instruments to form mixed ensembles
- Develop the skill of singing simple harmonies by ear and copying longer phrases and familiar rhythmic patterns

Year 6

Pupils will be taught to:

- Play a melody following staff notation written on one staff and using notes within an octave range - making decisions about dynamic range, including very loud, very quiet, moderately loud, and moderately quiet
- Focus on good posture, clear tone, dynamic contrasts, articulation and phrasing as they perform
- Accompany this same melody (*and others*) using block chords or a bass line
- Engage with others through ensemble playing, with pupils taking on a mixture of melody or accompaniment roles
- Perform simple, chordal accompaniments to familiar songs whilst being able to sing confidently the melody simultaneously
- Develop the skill of playing on tuned and untuned instruments, copying longer phrases and familiar rhythmic patterns, in addition to singing by ear



Aural and Theoretical Skills

KS2

Year 3	Year 4	Year 5	Year 6
<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Understand the stave, both lines and spaces, and treble clef • Use dot notation to show higher or lower pitch • Understand the differences between crotchets and paired quavers • Apply word chants to rhythms, understanding how to link each syllable to one musical note • Understand the following musical concepts and how they are used in theory as well as when performing: <ul style="list-style-type: none"> - Pulse, 4/4, bar lines (<i>strong and weak beats</i>) - Phrasing and breathing - Variation of tempo 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Understand the differences between minims, crotchets, paired quavers and rests • Use their singing skills to read and perform simple pitch notation within within a defined, medium range (e.g. C-G) • Follow and perform simple rhythmic scores to a steady beat - maintaining individual parts accurately within the rhythmic texture, achieving a sense of ensemble • Understand the following musical concepts and how they are used in theory as well as when performing: <ul style="list-style-type: none"> - Pulse, 4/4, bar lines (<i>strong and weak beats</i>) - Phrasing and breathing - Variation of tempo - 3/4 meter when performing 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers, and semiquavers • Understand the differences between 2/4, 3/4 and 4/4 time signatures • Use their singing skills to read and perform simple pitch notation within an octave • Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations • Understand the following musical concepts and how they are used in theory as well as when performing: <ul style="list-style-type: none"> - Pulse, 4/4, bar lines (<i>strong and weak beats</i>) - Phrasing and breathing - Variation of tempo - 3/4 meter when performing - Unison vs performing in parts 	<p>Pupils will be taught to:</p> <ul style="list-style-type: none"> • Further understand the differences between semibreves, minims, crotchets, quavers, and semiquavers - leading on to recognising their equivalent rests • Further develop their singing skills to read and perform pitch notation within an octave • Read and play confidently from rhythm notation cards and rhythmic scores (<i>in up to four parts</i>) that contain known rhythms and note durations • Read and play from notation a four-bar phrase, confidently identifying note names and durations • Understand the additional musical concepts and how they are used in theory as well as when performing: <ul style="list-style-type: none"> - 3/4 meter when performing - Unison vs performing in parts - Swung rhythms and compound time



Echoing the thoughts of Mark Phillips (*National Lead for Music, Ofsted*) who spoke at a Westminster Education Policy Conference '**Next Steps for music education in England and implementing the new curriculum**', Stretto Music works in partnership with schools and communities to support this ethos.



In order to deliver a solid music curriculum, there needs to be ambition.



Just listening and singing isn't enough of a challenge.



Well organised music input with a kinaesthetic delivery model needs to have regular performance points.



This motivates the children, challenges them and inspires them to be the best they can be.



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