

Music Expectations

2026-2027



The Grange Music Curriculum

Whole School Progression



At Grange Primary Academy, our aim is to enable and inspire every child to become a musician; to actively engage with fun and diverse musical experiences. We believe that being a musician requires the self-confidence to be creative and take risks. Children build their knowledge and understanding of the elements of music and develop proficiency, as they nurture their love of and an appreciation of music, and achieve personal musical success.

The National Curriculum states that: *“As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical cannon.”* Therefore, the foundations of the Grange music curriculum are underpinned by the **technical, constructive and expressive pillars of musicianship**, taught through the **key concepts of pulse, rhythm, pitch, structure and notation**. Children progressively build their understanding of these concepts in order to listen, compose and perform with growing precision and proficiency. Through this, children will make more music, think more musically and become more musical.

The Grange music curriculum is designed on the principle of a spiralised curriculum, allowing space for exposure, experience and preparation; direct teaching of substantive musical knowledge; mindful practice; and meaningful application as children move their understanding from their conscious to unconscious mind. This, in turn, develops the qualities and characteristics of a rounded musician, ready to continue their musical journey into the next phase of their learning.

These Key Concepts are golden threads within the Grange Music Curriculum and progress and interconnect as follows:

	Pulse	Rhythm	Pitch	Structure	Notation
EYFS	-To engage in games and activities with a strong sense of pulse.	-To engage in games and activities, which allow children to experience and experiment with a short rhythmic phrase.	-To engage in games and activities, which allow children to experience and experiment with higher/lower	To recognise the chorus in a familiar song.	
Year 1	-Pulse is the heartbeat of the music. -That the pulse in a piece of music stays the same. Identify and keep a steady pulse in a group and be able to pick out two different tempos in music.	-To know that rhythm means a pattern of long and short notes. -To know that the duration of a crotchet is one beat and a quaver is half a beat. Repeat back short basic rhythms, e.g. a child's name Ta (crotchet) is one sound for one beat/pulse. Ti-ti (quaver) are 2 sounds for one beat/pulse.	Sing back short melodies that use 2 different pitches Pitch means how high or low a note sounds. To understand that some instruments play more than one pitch of notes. -To match the vocal pitch of a teacher - Understand the difference between the speaking voice and singing voice	To know that songs are made up of phrases.	Know that human notation can be used to represent musical rhythm.
Year 2	-Recognise the difference between pulse and rhythm. Keep a steady pulse in a group and individually with musical accompaniment; demonstrate at least 2 contrasting time signatures (e.g 3/4 and 4/4).	-A rhythm can be made from long and short spoken phrases. -Recognise the difference between pulse and rhythm. -To know that there are rests in rhythmic phrases where you do not play or sing. Repeat back longer <i>tah</i> and <i>te-te</i> rhythms from memory (at least 2 bars) Use <i>tah</i>, <i>te-te</i> and z (silent rest) (Crotchet, quaver, and rest) Performing from simple rhythmic stick notation.	Begin to recognise and use <i>soh</i> and <i>me</i>, in singing and in playing an instrument. <i>They need to know when playing as a group, that soh needs to be fixed.</i> <i>To play a melody using A and C on an instrument, and G and E.</i> A melody is made up from high and low pitched notes played one after the other, making a tune. Listen to and repeating a short, simple melody by ear, that use 2-3 notes.	To know that a piece of music can have more than one section e.g. chorus and verse	Performing from very basic notation e.g. stick notation for rhythm (<i>tah</i> and <i>te-te</i>) To know the stick notation for the <i>tah</i>, <i>te-te</i> and z (silent rest) (Crotchet, quaver, and rest) Begin to understand 'blob' notation as high and low pitch.

Year 3	-Begin to show awareness of metre. Keep a steady pulse in a group and solo without musical accompaniment; demonstrate e.g. 2/4, 3/4 and 4/4 in at least 3 different tempos.	- To know that different notes have different durations and that crochets are worth a whole beat. -To know that the duration of a semi-quaver is quarter of a beat. Perform more extended rhythms Use <i>tah, te-te, ta-a</i> and <i>z</i> (Crotchet, quaver, ti-ri ti-ri and rest)	Perform improvise and compose using <i>soh, me</i> and lah Play melodies on an instrument, using C, A and D; G, E and A; Soh, me and lah Listen to and repeating a short, simple melody by ear, that use 3 notes.		Perform from picture notation representing <i>tah</i> and <i>te-te</i> and <i>soh me</i> Understand stick notation for crotchet, quaver, semi-quaver and rest. To know that 'blobs' can go on a line and in a space to represent pitch. To know that, if so is on a line, mi is on a space above it...
Year 4	Keep a steady pulse in: e.g. 2/4, 3/4 and 4/4 time signatures and in different tempos with other pupils playing another ostinato to accompany.	-To know that a rhythm ostinato is a short, repeated rhythmic phrase. - To know that the duration of a minim is two beats. Perform pieces with at least 2 rhythms happening together (Ostinato) Use <i>tah, te-te, ta-a, minim, tiri tiri</i> and <i>z</i> (Crotchet, quaver, minim, semiquaver and rest)	Perform improvise and compose using <i>soh, me, lah</i> and do Play melodies on an instrument, using C, A, D and F; G, E, A and C; Soh, me, lah and do Listen to and repeating a short, simple melody by ear, that use 4 notes.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	Know that a 3 line stave can show pitch and rhythm in combination. Understand stick notation to show pitch and rhythm in combination NC2.4 Know that $\frac{3}{4}$ means 3 beats in a bar, $\frac{4}{4}$ means 4 beats in a bar and $\frac{2}{4}$ means 2/4 in a bar Bar lines divide music into bars. Use the do clef to fix do
Year 5	Regularly and accurately perform pieces in at least 3 contrasting tempos and time signatures.	Understand a semi-breve (tah -ah-ah-ah) lasts for 4 beats. Understand that a dotted minim (tah-ah-ah) lasts for 3 beats.	Perform, improvise and compose using pentatonic scale NC2.1/ NC2.2/ NC2.3 Know that a pentatonic melody uses only the five notes doh, re, me, soh, lah	Know that a pentatonic melody uses only the five notes doh, re, me, soh, lah	Begin to understand notation on a five line stave A treble clef tells the reader that they are playing a higher register. Treble clef indicates where soh is fixed

					Know how to use staff notation to record rhythms and melodies. NC2.4
Year 6	When performing solo and in an ensemble, follow direction to change tempo accurately within pieces of music.	-To know that syncopation means playing off the beat. -To know the duration of crotchet, quaver, minim, semibreve and the associated rests. Perform pieces which use offbeat and syncopated rhythms in: different time signatures and different tempos.	Perform and compose using both doh and lah pentatonic scale (major and minor) A chord is three or more notes that sound nice when played together.	To know that a chord progression is a sequence of chords that repeats throughout a song.	Know that doh, mi and so (e.g.C, E and G) are a triad Notes that sit on top of each other are played at the same NC2.4 Know how to place notes and read from the 5 line staff within the pentatonic scale

Acquisition of the progressive substantive and procedural knowledge within each key concept is developed within the following sequence:

Preparation	Explicit Instruction	Deliberate Practice	Independence
Children experience and are exposed to musical ideas and tacit knowledge. This prepares them to learn the substantive knowledge in future learning opportunities.	Children are actively introduced to substantive and procedural knowledge, including through direct teaching and modelling.	Children revisit substantive and procedural knowledge and practice within a range of songs, games and other musical experiences to develop procedural proficiency and enhance understanding of substantive knowledge.	Children develop independence by applying learning within and between concepts to their own constructive listening, composition and vocal and instrumental performance.

Learning Summary - Progression of Disciplinary Concepts

Year Group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	- Exploring and finding the singing voice - Listening and imitating song phrases - Pitch matching - Individual singing - Understand the difference between the speaking voice and the singing voice	- Performing focus - Intro to what a 'good singing body' looks and feels like - know that a piece of music can have more than one section eg. verse and chorus	- Pitch, high/lower - Recognising known song melody - repeat a song at a different pitch level - repeat a song with changing dynamic levels - Discover the Thinking Voice	- Know how to hold and play a selection of untuned percussion instruments - recognise different instruments by sound alone (timbre) - Phrase structure in a simple song - perform song rhythms - perform actions to the feel of the pulse - play rhythms on percussion	- Recognise the start and finish of a phrase - identify the length of phrases - know that dynamic levels can be compared as being louder or quieter - know that pitch levels can be compared as being higher/lower - know that tempo speeds can be compared as faster/slower	- Perform 'internally' phrases from know songs and chants - Use the Thinking Voice to highlight a particular feature in a melody - Use spoken rhythm names <i>ta</i> and <i>teh-teh</i>; To use human notation for <i>Ta</i> and <i>teh-teh</i>
Year 2	- Listen to pitch changes in a song phrase and show its melodic shape through hand-movement; show pitch changes more precisely; Show and feel a 4 beat metre identifying the strong beat; identify and use <i>soh</i> and <i>me</i> with known songs	- Performing focus - Knows what a 'good singing body' looks and feels like - Knowsomething about structure	- Distinguish between rhythm and pulse; feel the pulse as a consequence of rhythm; listen to recorded unaccompanied vocal music; recognise songs from their rhythms only; listen to longer pieces of recorded music; revisit human notation; Play two note songs on Glockenspiel; Fixed Pitch on Glockenspiels G-E and C-A	- Begin to consciously improvise; Compare melodic or rhythm phrases in a song as being the same or different; show that phrases in a song can be the same or different length; skills for achieving different levels of playing with varied dynamics on instruments; know that tempo is important in music; compare the tempo of the pulse in songs	- Changing one's own starting pitch; Introduce stick notation; read and write phrases using stick notation; Improvise pitch to given rhythm notation; Add <i>ta rest</i> to simple time rhythm including notation	- to compose a 4 beat rhythm piece; compose a short melodic phrase using <i>soh</i> and <i>me</i> 'blob' notation; Perform two note melodic composition on Glockenspiels; To reinforce performing and listening skills, concepts, games and songs encountered.

Year 3 (Year 3 and 4 for first year)	- Revision of KS1 Concepts but with new KS2 activities. - Keep a steady pulse in a group and solo without musical accompaniment; demonstrate 3/4 and 4/4 in at least 3 different tempos on the body and using instruments.	- Performing Focus - Add and perform a drone to a simple song. Know that some music has an introduction to give a starting note and tempo	-To know that the duration of a semi-quaver is four equal sounds to a beat. -Perform more extended rhythms Use tah, te-te, ti-ka ti-ka and z (Crotchet, quaver, semi-quaver and crotchet rest) - To recognise the third pitch 'lah' in a simple 3 note song - To perform 3 note songs (s-m-l) - Play melodies on an instrument, using C, A and D; G, E and A; Soh, me and lah Listen to and repeating a short, simple melody by ear, that use 3 notes.	Listening: Identify ABA structure in a song - Listen to and repeating a short, simple melody by ear, that use 3 notes- Improvise rhythm patterns using tah, te-te, ti-ka ti-ka and z on body and instruments. Impovise pitch patterns using s-m-l on body. Music Tech: Explore rhythm section on Chrome Music Lab	- Listening: Identify ABA structure in an instrumental piece Understand stick notation for crotchet, quaver, semi-quaver and rest. Recognise stick notation in written form. Know that rhythm is organised into bars. To know that 'blobs' can go on a line and in a space to represent pitch, using a three line stave. To know the golden rule of blob notation with s-m-l (If so is in a space, lah is on the line above/ if soh is on a line, lah is the space above)	To compose a 4 bars rhythm piece in both 3/4 and 4/4 using stick written notation. To compose a melodic phrase using s-m-l blob notation and then written. Perform and record compositions
Year 4 (Year 5 and 6 for first year)	Revision of Y3 concepts, adding new Y4 activities. - Keep a steady pulse in: 3/4 and 4/4 time signatures and in different tempos with other pupils playing a rhythmic ostinato on body or instruments to accompany. - To know that a rhythm ostinato is a short, repeated rhythmic phrase. - An ostinato is a musical pattern that is repeated over and over	- Performing Focus - Can follow a gesture to collectively sing at the same pitch and tempo - - To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	- To know that the duration of a minim is two beats. - Perform pieces with at least 2 rhythms happening together (Ostinato) - Use ta, ti-ti, ta-a, ti-ka ti-ka and z (Crotchet, quaver, minim, semiquaver and rest) - Listen to and repeating a short, simple melody by ear, that use 4 notes: soh, me, lah and do.	- Perform and improvise using soh, me, lah and do. - Play melodies on an instrument, using C, A, D and F; G, E, A and C; Soh, me, lah and do - To begin to read rhythm solfa notation beginning with 2 - 4 notes and known rhythm - singing	- Know that a 5 line stave can show pitch and rhythm in combination and by adding a clef, the pitch becomes fixed. (No longer s-m-d but G-E-C or C-A-D) - Perform and read formal notation.	Compose using time signatures (2/4, 3/4 4/4), bar lines, 5 line stave, the treble clef and s-m-d.