

Progression Framework for Music KS1-2: Nottingham Schools Trust and Nottingham Music Hub

Version 1.1 (June 2019)

Making music make a difference

We believe that music can make a difference to all children's lives, helping them to grow and develop their own identity, as a source of joy, self-worth, achievement and personal fulfilment, and as a tool for social cohesion.

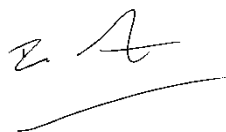
Our vision is to provide a world-class music education for all our young people and support them to become their very best. We are committed to providing inspiring musical opportunities and progression routes that are accessible and inclusive and to overcome any barriers caused by the economic disadvantage of our city.

In response to this challenge, this framework for music progression across key stages 1 and 2 has been developed by teachers and leaders from the Nottingham Schools Trust and Nottingham Music Hub. The intention is to provide a carefully planned progression route that integrates the work of the school curriculum and Nottingham Music Hub initiatives into a city-wide framework where all aspects work together, meeting both the requirements of the national curriculum for music and the DfE National Plan for Music Education.

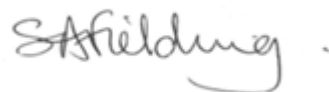
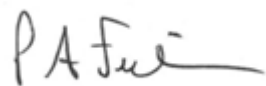
We want to ensure that all children:

- learn to sing and play a musical instrument with musical understanding and control
- have opportunities to develop their musical skills further, inspiring them to engage in musical activity throughout their lives
- feel the communal bonding experience of playing and singing with others, being part of something greater than themselves
- experience the joy and satisfaction of creating their own music
- develop a deep understanding and love of music from a wide range of cultures and traditions that will grow throughout their lives
- know they are able to contribute to and be part of the cultural life and identity of Nottingham

We are committed to the making this vision a reality for all young people in our great city.



Ian Burton
CEO, Nottingham Music Service



Pat Fielding & Sarah Fielding
Chief Executives, Nottingham Schools Trust



Summary of city music progression framework

Year	Children will learn to:	Related music hub initiatives
1	Sing with some control and expression; explore different sounds on classroom instruments, and start to control them musically; feel the beat and respond to different moods; experiment with changing different dimensions of music (loud/soft; fast/slow etc)	
2	Sing with control of pitch, diction and dynamics; copy back on voices and tuned percussion instruments, keep a steady beat and identify changes in pitch; create music by combining and ordering sounds and begin to understand how sounds can be represented visually; listen with concentration, identifying different types of sound, when musical ideas are repeated, and changes in pitch, tempo and dynamics; start to aurally identify different musical styles	<ul style="list-style-type: none"> Singing events (Christmas in the City; Summer Sing)
3	Sing a range of songs with awareness of musical shape and accuracy of pitch and tuning; play an instrument in a class ensemble with appropriate technique, keep in time with the beat and with control of entries/dynamics; copy back rhythms and 2-note melodies; improvise a solo; articulate key musical concepts and understand how some of these can be represented in visual terms; create pieces that show control of some musical dimensions and have a sense of structure; start to use musical vocabulary to describe musical features, and identify instruments;	<p>As above plus:</p> <ul style="list-style-type: none"> Pre-WCET/IH programmes
4	Play an orchestral/band instrument as part of the class, with control of basic instrumental technique; play and sing music across different genres with confidence, accuracy and musical expression; memorise melodies and be able to play them at the correct place in an overall structure; improvise solo melodic and rhythmic ideas; create and record pieces for a purpose, based on composing techniques from existing pieces; read music from standard rhythm notation; identify key features, musical details and orchestral instruments through attentive listening to live or recorded music; begin to understand the time, place and cultural tradition that different pieces of music come from	<p>As above, plus:</p> <ul style="list-style-type: none"> Whole Class Ensemble (WCET and In Harmony (IH) programmes) The Great Orchestra Experiment (March) Creative Challenge (June)
5	Perform with confidence and hold a part in an ensemble while others are playing different parts; create pieces with a planned structure and that show some variety of musical texture and timbre; be able to refine initial composing ideas; improvise a solo over a blues chord sequence; develop an understanding of some key elements in the history of western classical music and the impact of technology; recognise characteristic ensembles from different cultures and traditions; read music from standard notation on a 5-line stave, and be able to match sounds with the symbols for rhythm and pitch	<ul style="list-style-type: none"> Music Camp (September) WCET/IH follow-on programmes Area Band network Creative Challenge (June) Performance events (Christmas in the City; area band days; summer events) Music exam strategy – Music Medals/Music Star awards
	<i>Some children will perform in an ensemble outside school and/or develop skills to gain a music medal/music star/grade exam</i>	
6	Perform full pieces, solo or in a group, and communicate to an audience with confidence and control; perform with different techniques and expression, appropriate to different musical cultures and traditions; follow a conductor for timing and musical expression; perform from memory and from notated music; follow a simple orchestra/band part for a full piece; work out how to play a piece from standard notation; listen to a musical phrase and work out how to play it by ear; use musical vocabulary accurately to identify key features of music from different cultures and traditions, and to justify own opinions; create, refine and record a piece that shows some creativity in musical thinking	<p>As above plus:</p> <ul style="list-style-type: none"> Robin Hood Youth Orchestra Connect ensembles Music exam strategy – ABRSM grade exams
	<i>Some children will perform in an ensemble outside school and/or develop skills to gain a music medal/music star/grade exam</i>	

National Curriculum summary	
'Performing' focus <i>National Curriculum</i>	KS1: Use voices expressively and creatively by singing songs and speaking chants and rhymes; Play tuned and untuned instruments musically
	KS2: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; Listen with attention to detail and recall sounds with increasing aural memory (performer focus)
'Creating' focus <i>National Curriculum</i>	KS1: Experiment with, create, select and combine sounds using the inter-related dimensions of music
	KS2: Improvise and compose music for a range of purposes using the inter-related dimensions of music
'Listening' and 'Notation' focus <i>National Curriculum</i>	KS1: Listen with concentration and understanding to a range of high-quality live and recorded music
	KS2: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; listen with attention to detail and recall sounds with increasing aural memory (listener focus); develop an understanding of the history of music
	KS2: Use and understand staff and other musical notations

Colour coding for links to Nottingham Music Hub initiatives

PURPLE = expectations that can be fulfilled or supported through Whole Class Ensemble/In Harmony programmes or the area band network

BLUE = expectations that can be fulfilled or supported by engagement with events such as The Great Orchestra Experiment, Music Camp, Christmas in the City, Summer Sing, Creative Challenge

ORANGE = areas identified as helpful for the music hub and Nottingham Schools Trust to develop resources for

GREEN = extension expectations for children continuing to learn instruments

Year 1 By the end of year 1 most pupils should be able to:		
'Performing' focus	'Creating' focus	'Listening' focus
<p><i>Singing</i></p> <ul style="list-style-type: none"> • Sing and chant together in time, keeping a steady pulse • Sing songs: <ul style="list-style-type: none"> ○ with some control of tuning, breathing, clarity of words ○ conveying different moods (happy, sad, angry) <p><i>Classroom Instruments</i></p> <ul style="list-style-type: none"> • Explore the different sounds that can be produced from a range of instruments • Control playing to produce the longest, shortest, quietest, loudest sound • Follow hand signals for start/stop and quieter/louder • Play in time to a steady beat • Play a repeated pattern or drone to accompany a song • Copy back a rhythm pattern 	<p>Experiment with sound:</p> <ul style="list-style-type: none"> ○ Different types of sound through voice, body percussion, music ICT, classroom instruments (wood/metal) – timbre ○ Long and short sounds – duration ○ Slow and fast sounds -tempo ○ Quiet and loud sounds – dynamics ○ Low and high sounds – pitch ○ Repeated rhythm patterns <p>Choose sounds to represent different thoughts, feelings and moods</p> <p><i>Suggested music ICT apps to support this</i></p> <p><i>iPad: GarageBand (sampler function); Singing Fingers; Mini musical monsters</i> <i>PC: www.voicechanger.io</i></p> <p>Key concepts/Inter-related dimensions of music</p> <ul style="list-style-type: none"> ○ Pitch (High sound, low sound) ○ Dynamics (Loud, quiet) ○ Timbre (different sounds from different instruments and voices) ○ Tempo (Slow, fast) ○ Duration (long, short) ○ Pulse (regular beat underlying the music) 	<ul style="list-style-type: none"> • Listen to a piece of music and move or clap in time to the pulse • Begin to identify the difference between pulse and rhythm • Begin to identify differences in tempo (slow, fast) dynamics (loud, quiet) and pitch (high/lows sounds) • Listen for signals for stop and start • Respond to the mood and character of music through movement/dance/art • Show awareness when the mood or character of a piece changes • Say how a range of music makes them feel

Year 2 By the end of year 2 most pupils should be able to:		
'Performing' focus	'Creating' focus	'Listening' focus
<p><i>Singing</i></p> <ul style="list-style-type: none"> • Sing a range of songs and perform to an audience: <ul style="list-style-type: none"> ○ with accuracy of pitch (over a narrow range and short phrases) ○ with clear words appropriate to age and ability ○ with understanding of when to breathe ○ with control over dynamics and tempo ○ with coordinated actions <p>Copy back short phrases from a song</p> <p>Identify where pitch rise, falls, or stays the same – and copy with voices</p> <p><i>Classroom Instruments</i></p> <ul style="list-style-type: none"> • Play with control – getting louder/quieter; faster/slower; keeping a steady beat at different tempi • Perform in a smaller group to the rest of the class • Copy back a rhythm pattern on one note on tuned percussion; identify which pitch (out of a choice of two) is being played • Use tuned instruments to perform a two-note repeated pattern to accompany a song • Follow hand signals from a leader for pitch getting higher and lower or staying the same • Perform from a simple pictorial/graphic score, interpreting visual representations for changes in duration and dynamics 	<p>With guidance, start to order sounds:</p> <ul style="list-style-type: none"> • create and combine sounds to illustrate different pictures (famous paintings?) • create a sequence of different sounds, varying pitch, duration, dynamics, tempo and timbre to accompany the changing moods in a story • replace a line in a familiar song, or fill in a gap in an existing piece • create a basic music map (graphic/pictorial notation) to show which instruments play when in their composition. <p><i>Suggested music ICT apps to support this</i></p> <p><i>iPad: Loopesque Kids; Singing Fingers; Mini musical monsters</i></p> <p><i>PC: Purplemash</i></p> <p><i>2sequence; https://tonematrix.audiotool.com/</i></p> <p>Key concepts/Inter-related dimensions of music</p> <p>Pitch (getting higher, lower, stays the same)</p> <p>Changes in dynamics (getting louder/quieter)</p> <p>Ostinato (repeated pattern)</p> <p>Graphic score (visual representation of sound)</p> <p>Tuned percussion (instruments that can play different pitches)</p> <p>Timbre (different sounds created by hitting, blowing plucking, bowing, through digital technology)</p> <p>Difference between pulse and rhythm</p> <p>Tempo (music with a slow pulse; with a fast pulse)</p>	<ul style="list-style-type: none"> • Pick out and clap along with the pulse in music from different styles • Identify and name a range of instruments that create sound by hitting, bowing, plucking, blowing or digital means • Listen with concentration to recorded or live music, recognising when musical ideas are repeated • Identify when there are changes in tempo, dynamics and pitch • Distinguish aurally between pieces of music from different times, places and traditions • Invent pictorial notation to represent different sounds and instruments

Year 3 By the end of year 3 most pupils should be able to:		
'Performing' focus	'Creating' focus	'Listening' and 'Notation' focus
<p><i>Singing</i></p> <ul style="list-style-type: none"> • Sing songs from different times and place with confidence, with several from memory • Control pitch and tuning accurately within an octave • Sing with awareness of: <ul style="list-style-type: none"> ○ the shape of a melody ○ phrases in a song ○ the character and style of the song • Copy back phrases of a song with accuracy of rhythm and pitch (across the range of an octave) • Understand why posture, breathing and diction are important • Sing a round in two parts <p><i>Instruments (eg djembes, recorders, glockenspiels, untuned percussion)</i></p> <ul style="list-style-type: none"> • Play an instrument in a class group • Play running, walk, stride and sleep rhythms against a steady beat at different tempi • Play melodies and/or rhythm patterns in time with a beat • Count bars' rests to know when to come in • Demonstrate control of simple instrumental technique <i>eg, breathing, tonguing, hand positions on recorder; different hand strokes on drums</i> • Control playing at different dynamic levels (eg loud, soft) • Listen carefully and copy back rhythms and melodies <ul style="list-style-type: none"> ○ Copy back rhythms accurately ○ Copy back melodies which use two different pitches 	<p>Make musical choices for a purpose</p> <p>Using tuned and untuned instruments or music ICT, create musical ideas to accompany a story that has been chosen to:</p> <ol style="list-style-type: none"> ○ suggest a musical structure ○ involve manipulating pitch, duration, dynamics or different timbres (or another of the inter-related dimensions of music) <p>Make own picture score to represent and later recreate a composition</p> <p>Make us a song or chant over a repeated rhythm pattern (ostinato) on instruments or body percussion</p> <p>Use percussion instruments, drums or clapping, to improvise a 4-8 beat solo (eg drum circle or against a backing track)</p> <p><i>Suggested music ICT apps to support this</i></p> <p><i>iPad: GarageBand (sampler function); Monkeydrum</i> <i>PC: www.onlinesequencer.net</i></p> <p>Key concepts/Inter-related dimensions of music</p> <ul style="list-style-type: none"> ○ Pitch – differences between higher and lower sounds represented by music being vertically higher or lower on a board ○ Duration - notes lasting for different numbers of beats - walk (1), stride (2), sleep (4), running (½ beats) ○ Rests of one beat (shh) or more, or whole bars ○ Beats in a bar (1-2,1-2 or 1-2-3, 1-2-3) ○ Dynamics - gradations from very quiet through to very loud 	<ul style="list-style-type: none"> • Recognise common instruments in recorded music, and identify them as belonging to a specific family eg violin (strings); drum kit (percussion); guitar (plucked strings); flute (woodwind); trumpet (brass); piano (keyboard) • Listen attentively to music from different times, places and traditions, using simple musical vocabulary to describe some of the detail heard • Show, through movement or simple conducting gestures, that they can hear the difference between music with 2 beats in a bar and 3 beats in a bar, and feel where the strong first beat comes • Memorise musical ideas (eg a melody, a chorus, a rhythmic idea) and identify when, or how many times it is heard in a piece of recorded music • Show awareness of the meaning of key musical concepts, and be able to relate these to specific examples in singing, playing, creating and listening work (see box on left): <ul style="list-style-type: none"> ○ Pitch ○ Duration ○ Rests ○ Beats in a bar ○ Dynamics • Represent and identify changes in pitch, dynamics and duration using invented pictorial /graphic notation

Year 4 By the end of year 4 most pupils should be able to:		
'Performing' focus	'Creating' focus	'Listening' and 'Notation' focus
<p>Sing:</p> <ul style="list-style-type: none"> with awareness of breathing in order to support the voice in longer phrases with an increasing awareness of tone of voice and the shape of melody with musical expression two-/three-part rounds with confidence and increasing pitch accuracy confidently as part of a small group or solo being aware of posture and good diction <p>Play an orchestral/band instrument as part of the class, and:</p> <ul style="list-style-type: none"> Control basic instrumental technique (eg tonguing/bowing) Pitch a range of notes accurately (eg open strings to 1st/2nd finger on violin, or 5-6 notes on brass/wind etc) Develop the skills to play in time with a backing created through music ICT Perform with confidence to an audience Follow a conductor to understand the structure of a piece and make accurate entries and endings Play music in a range of styles, from different cultures, countries and times Play with expression at a simple level – eg by playing with appropriate choice of dynamics <p><i>Develop aural memory</i></p> <ul style="list-style-type: none"> Copy back syncopated rhythms on instruments Learn short melodies by ear with musical expression, and be able to reproduce them accurately later Perform in an extended (eg 3-5 minute) piece from memory, playing musical ideas at the correct time in the structure of the piece 	<p>Compose, rehearse and record a group piece that:</p> <ul style="list-style-type: none"> is for a particular purpose (eg Creative Challenge) uses a composing technique identified from an existing piece by a great composer or musician (examples in the Great Orchestra Experiment teacher pack) creates melodic or other ideas played on orchestral/band instruments or music ICT and makes effective use of the musical resources/skills of the class has different sections within a planned musical structure (eg verse/chorus; ABA; see Great Orchestra Experiment teacher pack for further ideas) <p>Improvise solo simple rhythmic or melodic ideas, using an orchestral/band instrument in a 1 or 2 bar gap that fit with the style of a groove, beat or backing track</p> <p>Use instruments to record a short musical phrase and manipulate the sound using music ICT</p> <p><i>Suggested music ICT apps to support this</i> <i>iPad: GarageBand PC: Audacity;</i> https://beautifulaudioeditor.appspot.com/</p> <p>Key concepts/Inter-related dimensions of music</p> <p><i>Rhythm notation (duration)</i></p> <ul style="list-style-type: none"> 4 beat – semibreve (sleep) 2 beat – minim (stride) 1 beat – crochet (walk) ½ beats – quavers (running) 1 beat rest (shh) <p>Pitch - one-line stave to record differences in pitch: notes below the line, 'on the line' (meaning with the line going through the centre of the note); above the line; letter names to represent specific pitches; sharp, natural, flat</p> <p>Conductor - standard conducting hand movements Orchestral families (strings, brass, woodwind, percussion)</p> <p>Staccato (short, detached)/legato (smooth)</p>	<ul style="list-style-type: none"> Identify, across a range of music: <ul style="list-style-type: none"> the time, place and cultural tradition the music comes from some key musical features of that time period or tradition (eg instruments used, style of performing, use of notation) Identify visually and aurally the instruments in an orchestra, and those played by children in schools across the city Understand the role of a conductor, and be able to conduct in time with the beat, using standard conducting patterns Listen attentively to live or recorded music, using aural memory to identify details eg when a memorised musical idea comes back; how often a notated rhythm pattern appears; which instruments play a specific feature; the number of bars before something changes Link sound with symbol using standard staff rhythmic notation for four, two, one and half beat notes, and 1 beat rest Play or clap simple rhythms from staff notation and identify which rhythm from a choice is being played Understand concept of sharp, flat and natural notes; bar and barline; multiple bars' rests; 'note on a line' Play/sing notes falling or rising in pitch in response to hand signs and to notes on a one-line stave <p><i>NOTE: This year 4 framework is designed around the outcomes (in purple) from Nottingham Music Hub Whole Class Ensemble/In Harmony programmes, which run in most city schools. Schools not fulfilling this DfE national music plan requirement through the music hub will need to find alternative ways of meeting these outcomes</i></p>

Year 5 By the end of year 5 most pupils should be able to:		
'Performing' focus	'Creating' focus	'Listening' and 'Notation' focus
<p>Perform with accuracy, fluency, control and expression:</p> <ul style="list-style-type: none"> Sing confidently in a wide variety of styles with increased control of longer phrases through breath support and good diction Play or sing a short piece solo, in time with a backing track or accompaniment, with a sense of the relevant musical style Hold a part in an instrumental ensemble and/or a 2-part song when others are performing different parts Identify how to improve own performing Follow a conductor to achieve accurate starts, endings <p>Memorise, clap, sing and play back straightforward and syncopated rhythms and melodies, using 2 or more adjacent notes</p> <p>Extension</p> <ul style="list-style-type: none"> Understand what a scale and arpeggio are, and be able to play two or more on an instrument Develop skills to gain a music medal, music star award or grade exam Link sound and symbol for more complex rhythms – single quaver; 2 beat and half beat rests (sniff); syncopated rhythms; ties; dotted notes (3 beats, 1 ½ beats) 	<ul style="list-style-type: none"> Use instruments, voice and/or music technology to compose and record a group or class piece that: <ul style="list-style-type: none"> is based on an initial stimulus from an existing piece of music and composing technique arranges and combines musical ideas into a carefully planned musical structure uses a variety of different textures and timbres Suggest ways to refine the piece and help it communicate more effectively to an audience Create a visual plan of the piece, combining accurate visual/graphic notation, with elements of traditional staff music notation where rhythms are simple Improvise a more extended solo, eg over a blues chord pattern, using a limited range of notes <p><i>Suggested music ICT apps to support this</i> <i>iPad: GarageBand; Groovemaker Free; Loopesque Lite; S4 Rhythm Composer</i> <i>PC: www.drumbit.app</i></p> <p>Key concepts/Inter-related dimensions of music</p> <ul style="list-style-type: none"> Structure – balance of repetition and contrast Pitch – 5 line-stave (staff notation) Different types of ensembles, linked to different cultures and traditions Music history – changes in music across Baroque, Classical/Romantic and c20/21 time periods Music technology: sample, loop, sequence Texture (the way different layers of music are laid out eg single line melody, as with monks chanting; tune with chords accompanying; different musical lines interweaving, as in a round) 	<p>Show a basic understanding of the history of western classical music by:</p> <ul style="list-style-type: none"> Distinguishing, through attentive listening to detail, between music from <ul style="list-style-type: none"> 17th/18th century 19th century 20th/21st century Identifying how developments in musical instrument design and technology have influenced how composers create music <p>Recognise types of ensembles from different countries and traditions, identifying instruments combinations and key features that give them their unique sound</p> <p><i>eg String quartet, orchestra, wind band, brass band, jazz band, bhangra band, samba band, mariachi band</i></p> <p>Understand 5-line stave as way of representing pitch:</p> <ul style="list-style-type: none"> Link sound with symbol for rises and falls of pitch with note position on the stave, working up and down from one chosen home note Identify notes on specific lines or spaces on the stave with the relevant letter names for pitch Recognise signs for sharp, flat and natural notes <p>Understand how rhythm and pitch can both be represented on a 5-line stave.</p>

Year 6 By the end of year 6 most pupils should be able to:		
'Performing' focus	'Creating' focus	'Listening' and 'Notation' focus
<p>Perform with confidence and communicate the essence of the music to an audience:</p> <ul style="list-style-type: none"> ○ Sing songs and play pieces from a variety of different countries and traditions: <ul style="list-style-type: none"> ○ with accuracy of notes, rhythms and tuning ○ with expression and a sense of shape and direction ○ holding harmony parts and independent parts ○ Adjust performing styles, techniques and expression as appropriate to music from different genres, cultures, and traditions ○ Show awareness of blending and balancing with other performers ○ Hold own part in an instrumental ensemble ○ Perform pieces from musical notation and from memory ○ Follow hand signals from a conductor, responding with accurate timing, entries and with expression <p>Extension</p> <ul style="list-style-type: none"> ● Play scales and arpeggios with accuracy and fluency ● Lead and/or conduct a group of performers ● Improvise a solo over a chord sequence as part of an overall piece, showing appropriate choice of pitches, rhythms, tempo and a sense of the appropriate style ● Develop skills to gain a music medal, music star or grade exam 	<p>Compose and record an original piece (individually, or in a small group) that:</p> <ul style="list-style-type: none"> ● is suitable for a particular purpose ● uses voices, instruments, music technology (or a combination) inventively ● that shows creativity in musical thinking and a sense of character ● is well structured, with a good balance of repetition and contrast ● uses a variety of different textures and timbres <p>Analyse the effectiveness of an initial recording, using musical language to suggest ways of refining the piece for a final version</p> <p><i>Suggested music ICT apps to support this</i></p> <p><i>iPad: GarageBand</i> <i>PC: Tracktion; Audacity</i></p> <p>Key concepts/Inter-related dimensions of music</p> <ul style="list-style-type: none"> ○ Chord/Chord sequence ○ Signs and symbols in a band/orchestra part ○ Sight reading from notation ○ Musical features characteristic of different styles, cultures and traditions 	<p>Use musical vocabulary confidently and accurately to identify key features of music from a wide range of different genres, cultures and traditions</p> <p>Select a piece of music that they identify with and listen attentively to identify unique musical features to justify why it is special</p> <p>Work out how to play simple musical phrases from notation</p> <p>Memorise simple musical phrases by ear, and work out how to play them on an instrument</p> <p>Be able to follow simple sheet music for a song or instrumental piece, understanding the link between sound and symbols for:</p> <ul style="list-style-type: none"> ○ Time signatures ○ Clefs (different clefs for different instruments - treble, bass, alto) ○ Rests for whole bars and multiple bars ○ Repeat signs ○ Rehearsal marks (Figure 1, 2 etc) ○ Dynamic markings (pp,p,mp,mf,f,ff) ○ Expression marks (staccato/legato, crescendo/diminuendo)

Resources

Nottingham Music Hub

www.nottinghammusichub.org.uk/

ABRSM Classical 100

<https://gb.abrsm.org/en/classical100/>

BBC 10 pieces

<https://www.bbc.com/teach/ten-pieces>

Great Orchestra Experiment Teacher Pack

<http://www.nottinghammusichub.org.uk/resources/music-resources>

Charanga

<https://charanga.com/site/>

Voices Foundation (free 'Songs of Home' resource)

<https://www.voices.org.uk/>

Sing Up

<https://www.singup.org/>

Music Technology

(thanks to Dan Gardner, Scotholme School, for these suggestions)

iPad apps

GarageBand

Singing Fingers

Mini musical monsters

Monkeydrum

Groovemaker free (remix and layer loops, add effects)

Loopesque Kids

Loopesque lite

S4 Rhythm Composer

PC resources

www.voicechanger.io (apply effects to any pre-recorded sound)

Purplemash 2sequence (if school subscribes to Purplemash)

<https://tonematrix.audiotool.com/>

www.onlinesequencer.net

www.drumbit.app (online drum machine – introduces the idea of step sequencing, quick and easy to get good results)

Tracktion (free MIDI / audio sequencer, requires registration)

Audacity (free audio editor – not very 'musical', but can record / edit / add effects)

<https://beautifulaudioeditor.appspot.com/> (fewer creative audio effects than Audacity, but has useful tooltips that explain most of the functions)

<https://musiclab.chromeexperiments.com/> - needs Chrome browser

www.bandlab.com

About the Nottingham City KS1-2 Music Progression Framework

This music progression framework for the city has been developed by Nottingham Music Hub, the Nottingham Schools Trust and city schools. The framework outlines carefully sequenced learning across keys stage 1 and 2, and incorporates the national curriculum for music, the DfE national music plan entitlements for all children and the associated music hub initiatives designed to support and fulfil these.

The framework is designed as a city-wide approach that can be interpreted and delivered in many different ways. There is no pressure for any school to use it, but we hope it will be helpful for schools in the light of the new Ofsted framework, in that it shows carefully sequenced progression and clarifies how music hub initiatives and extra-curricular activities are part of an integrated whole. This is a living document and will evolve and transform over time.

A common framework also makes it easier to develop common resources and CPD. We are inviting schools with good resources for particular areas of this framework to upload them to a SharePoint site, so that over time we build a rich, shared resource base tied to agreed progression mileposts across the city.

The framework has been developed and refined by staff from:

- Nottingham Music Hub
- The Nottingham Schools Trust
- Bluebell Hill Primary School
- Carrington Primary School
- Claremont Primary School
- Crabtree Farm Primary School
- Djanogly Sherwood Academy
- Fernwood Primary School
- Greenfields Primary School
- Haydn Primary School
- Heathfield Primary and Nursery School
- Melbury Primary School
- Middleton Primary and Nursery School
- Mellers Primary School
- Nottingham Academy Primary
- Portland Spencer Academy
- Radford Academy
- Robin Hood School
- Rosslyn Park Primary and Nursery School
- Scotholme Primary School
- Seely Primary School
- Southglade Primary and Nursery School
- Southwold Primary School and Early Years Centre
- Walter Halls Primary School
- Westglade Primary

