



Wellesbourne Primary School Progression Document

MUSIC



INTENT

The teaching of Music at Wellesbourne CE Primary School aims to follow that specified by the National Curriculum - to provide a broad, balanced and differentiated curriculum and ensure the development of musical concepts, knowledge and skills. As pupils progress, they will develop their engagement with music, composing, improvising and listening with greater critique. At Wellesbourne CE Primary, music should play an important role in helping children to feel part of the school and therefore we aim to provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience whether that be to class peers, assemblies, concerts or productions. Through assemblies and performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	Pupils should be taught to: - 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.		Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: - 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 - 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.			

At Wellesbourne CE Primary School, we use the **Charanga Scheme of Work**

We have progression documents for:

- Knowledge
- Musical elements
- Musical styles
- Musical progression guide

EAD Progression in Learning – Small Steps Preschool to Key Stage 1							
Music (Creating with materials and Being Imaginative)	Preschool Year			Reception Year			Key Vocabulary
	Autumn Term	Spring Term	Summer Term	Autumn Term	Spring Term	Summer Term	
	Join in with rhymes and songs and sing some from memory.	Sing some familiar songs and rhymes from memory.	Sing a range of songs from memory e.g. nursery rhymes, pop songs, theme tunes.	Sing new songs and rhymes linked to our learning theme from memory.			Preschool Rhyme, song, hum, sing, voice, loud, quiet, high, low, fast slow, instrument names, rhythm, music, listen, perform
	Hum or begin sing to myself	Sing to myself	Make up simple tunes or songs sometimes.	Compose my own songs to sing, adapting and making changes to them.			
	Experiment using my voice to represent different sounds around me.	Explores how voice sounds can be changed e.g. loud and quiet, high and low	Use my voice to create sound to accompany a story or song.	Match the pitch and follow the melody of a song, when I sing.			
	Name some instruments e.g. drum, shaker, bells, tambourine			Name a range of percussion instruments			Reception Sing, song, rhyme, compose, instrument names, pattern, compose, sound, music, listen, perform
	Use instruments to represent an animal, person, object or movement	Experiment with playing instruments in different ways e.g. loud/quiet, fast/slow.	Select and play instruments in different ways to accompany a song or story.	Explore playing tuned and untuned instrument in different ways.		Use my experiences to select an instrument for a purpose.	
	Use instruments/body percussion to join in with a repeated rhythm/beat.	Use instruments/body percussion to continue a repeated rhythm/beat	Use instruments/body percussion to repeat back a rhythm/beat I have heard.	Use body percussion/instruments to create my own repeating sound patterns	Use body percussion/instruments to compose my own music, making changes.	Compose my own music, selecting sounds for a purpose.	
	Use music and sounds to express my experiences, ideas and feelings.			Use music and sounds to express real and imagined experiences, ideas and feelings			Values Kindness Service Resilience Tolerance Individual Liberty Mutual Respect Democracy
	Listen carefully to music, talking about the sounds I can hear			Listen carefully to music, talking about how the music makes me feel.	Listen carefully to music and talk about it imaginatively e.g. makes me think of...	Listen carefully to music and express an opinion about it.	
	Share my music making and singing with others			Sing and perform music individually and as a group			

Year Group	Autumn	Spring	Summer
1	Introducing beat Adding Rhythm and pitch	Introducing Tempo and Dynamics Combining pulse, rhythm and pitch	Having fun with improvisation Explore sound and create a story
2	Exploring simple patterns Focus on Tempo and Dynamics Christmas Production	Exploring feelings through music Inventing a musical story	Music that makes you dance Exploring improvisation
3	Developing Notation skills Enjoying improvisation	Composing using your imagination County Music	County Music
4	Mamma Mia Stop!	Year 4 Easter Production Combining elements to make music	Creating simple melodies together Purpose, identity and expression in music
5	Getting started with music tech Emotions and musical styles	Exploring key and time signatures Introducing chords	Words, meaning and expression Identifying important musical elements
6	Happy Classroom Jazz 2	You've got a friend Music and Me	Using chords and structure End of year Performance

A pupil at the end of Year 1 will know:	A pupil at the end of Year 1 will be able to:
Know 5 songs off by heart and know what they are about. Know and recognise the sound and names of some of the instruments they use. Know that music has a steady pulse and we can make a rhythm from words. Notes can be used to make music and the names C and G. That everyone can improvise and it means making up a tune on the spot. A performance is sharing music with other people.	Enjoy moving to Music. Find a pulse in a piece of music and march to a steady beat. Listen and clap back a rhythm and make their own rhythm. Copy and sing back with 'la' and know that voice can have a different pitch and can make different sounds including raps. Treat a musical instrument respectfully, following instructions and know the notes they need to play to follow a simple tune. Create their own simple melody using one or two notes, writing them down if necessary. Choose a song they have learnt to perform and adapt if necessary.
Links to Values: Service - Kindness - Resilience	Kindness and respect - Treat instruments carefully so everyone gets to use and experience them and so that they remain in good condition. Resilience in continuing if the melody does not come out as well as they first want it to.

A pupil at the end of Year 2 will know:	A pupil at the end of Year 2 will be able to:
Know 5 songs off by heart and that some songs have a chorus or responsive part and musical style. Music has a steady pulse like a heartbeat. Rhythms can be created from words and they are different from pulse. We can add high and low sounds when we play our instruments. Know that unison is singing at the same time and understand why we need to warm up our voices. Note names of their instrument part and the names of untuned percussion instruments. Improvising is making up their own tunes that no-one has heard before and composing is like writing a story with music. Performance is sharing music with an audience.	Find a pulse, listen to a rhythm and clap it back. Create rhythms for others to copy. Use own voices to copy back 'la' and use different vocal warm-ups. Make different types of sound with their voices and learn to start and stop singing when following a leader. Play a tuned instrument with differentiated parts and play in time with a steady pulse. Use voices and instruments to clap back a part and improvise making up their own. Create three simple melodies using 1, 3 or 5 different notes. Perform a learnt song, adapting it and record and say how they feel about it.
Links to Values: Service - Kindness - Resilience	Kindness and respect - Treat instruments carefully so everyone gets to use and experience them and so that they remain in good condition. Resilience in continuing if the melody does not come out as well as they first want it to. Mutual respect for the rest of group when saying what they like about a composition.

A pupil at the end of Year 3 will know:	A pupil at the end of Year 3 will be able to:
Know 5 songs, who wrote them/ sang them and their style. Talk about a song and its lyrics, musical dimensions, instruments used. Know pulse, rhythm, pitch and know the difference between a musical question and answer. Know that singing in a group can be called a choir, what a leader and conductor is and that music can make you feel different things. Using one or two notes confidently is better than using 5. There are different ways of recording compositions (letter names, symbols, audio). A performance can be planned and involves communicating feelings, thoughts and ideas. You should try and play with confidence.	Take turns to discuss how music makes them feel and listen respectfully to others ideas. Copy back pulse and rhythm with or without notation. To demonstrate a good singing posture and sing with awareness of being in tune and an internal pulse. To play one or all four parts on a tuned instrument and perform their part within the context of a song. Improvise with up to three different notes. Talk about how a piece of music will be created and make musical decisions about pulse, rhythm, pitch dynamics and tempo. Record in a way that makes the connection between sound and symbol. Communicate meaning of words in a song and choose the best place to stand or sit when performing. Explain what they liked in their performance and what they would change.
Links to Values: Service - Kindness - Resilience	Respect and tolerance of the ideas of others. Kindness and respect when saying what they like /dislike about a performance. Resilience when playing the different notes.

A pupil at the end of Year 4 will know:	A pupil at the end of Year 4 will be able to:
Some of the style indicators of a song, what the song is about, musical dimensions, main sections and some of the instruments used. How pulse, rhythm and pitch are used together. Talk about instruments used in class and other instruments that might be played in an orchestra. You can use riffs that you have heard in your improvisations. Different ways of recording compositions. A performance can be a special occasion and involve an unknown audience. It can involve communicating feelings, thoughts and ideas.	Discuss a song using musical words and talk about the musical dimensions working together. Listen and copy back a pulse rhythm. Sing with a group, listen to the group and rejoin the song if lost. Listen and follow musical instructions from a leader and experience leading the playing by making sure everyone plays a part. Improvise with a variety of different notes and instruments. When composing, listen to and reflect upon the developing composition and make musical decisions about pulse, pitch, dynamics and tempo. To perform whilst trying to capture the audience and then review what went well and what they would improve.
Links to Values: Service - Kindness - Resilience	Resilience in accepting their part as everyone is contributing. Respect that all parts are important. Tolerance when listening to the opinions of others.

A pupil at the end of Year 5 will know:	A pupil at the end of Year 5 will be able to:
How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. The historical context of the songs. What else was going on at this time? Musical Leadership: creating musical ideas for the group to copy or respond to. To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. The notes C, D, E, F, G, A, B + C on the treble stave. To know that you can use some of the riffs you have heard in the Challenges in your improvisations. To know three well-known improvising musicians. Notation: recognise the connection between sound and symbol. A performance is planned and different for each occasion.	To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Copy back three-note riffs by ear and with notation. Question and answer using three different notes. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'. Play a musical instrument with the correct technique. To lead a rehearsal lesson. – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. To record a performance and compare it to a previous performance.
Links to Values: Service - Kindness - Resilience	Respect, kindness and tolerance when listening to the opinions and the musicians when critiquing what they like / dislike. Resilience and tolerance when rehearsing and being patient with each other.

A pupil at the end of Year 6 will know:	A pupil at the end of Year 6 will be able to:
The historical context of the songs - what else was going on at this time, musically and historically? Know and talk about the fact that we each have a musical identity. To choose a song and be able to talk about: main features, singing in unison, the solo, lead vocal, backing vocals or rapping. To know what the song is about and the meaning of the lyrics. To know and explain the importance of warming up your voice. The notes C, D, E, F, G, A, B + C on the treble stave. To know that you can use some of the riffs and licks you have learnt in the challenges in your improvisations and to know three well-known improvising musicians. A performance involves communicating ideas, thoughts and feelings about the song/music	To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. Copy back one and three -note riffs using simple and syncopated rhythm patterns. Play a musical instrument with the correct technique within the context of the song. Explain the keynote or home note and the structure of the melody. To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”
Links to Values: Service - Kindness - Resilience	Respect, kindness and tolerance when listening to the opinions and the musicians when critiquing what they like / dislike. Resilience and tolerance when rehearsing and being patient with each other..

