



Progression Document: Music

National Curriculum Subject Content

Key Stage One	Key Stage Two
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.

EYFS ELG

Being imaginative and expressive.

Sing a range of well-known nursery rhymes and songs.

Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music

Reception children follow a simple music scheme in order to cover the basic musical concepts before they begin KS1-

Musical concepts explored each half term.	Pulse- the pulse is a steady beat that keeps going through a piece of music like a clock. Pulse and beat can be used interchangeably.	Dynamics- volume of a piece of music-how loud or soft it is. Noticing changes in pieces of music.	Tempo- The tempo is how fast or slow a piece of music is- this can change throughout a piece.	Pitch- The pitch is how high and low musical notes sound. Be aware children can confuse this with loud and quiet.	Rhythm- Rhythm is the pattern of long and short sounds in music.	Exploring instruments- Simple composition.
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Musical Genre Curriculum Coverage through Charanga Units of Learning

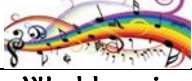
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year 1, cycle A. Instrument	<i>Percussion</i>	<i>Ukelele</i>	<i>Keyboard</i>	<i>Trombone</i>	<i>Trumpet</i>	<i>Band</i>
Year 2, cycle B	<i>Percussion</i>	<i>Ukelele</i>	<i>Woodwind (1)</i>	<i>Woodwind (2)</i>	<i>Samba</i>	<i>Band</i>

Breadth of Study	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PERFORMANCE 						
Singing P4 	*To know how use simple chants using a very limited range. *To know how to take part in call and response songs and patters.	*To know how to sing songs with range of a 4 th , using pitch notes accurately.	*To know how to sing songs with a range of a 5 th . *To know how to perform actions in time with songs. *To know how to sing confidently in unison.	*To know how to sing songs with the range of 8ve. *To begin to use simple harmony and part singing.	*To know how to sing a broad range of repertoire observing pitching and dynamics. To use pieces with multiple parts.	To know how to sing in multiple parts (3-4). *To develop an understanding of positioning and balance between sections.



Accuracy of pitch and rhythm when playing music P1 	*To know how to use basic accuracy when clapping a pulse and to repeat some copycat rhythms. *To begin to use some shape pitch or chordal progression.	*To know how to copy a crotchet and quaver rhythms accurately. *To know how to play a limited chordal, melodic repertoire using the above rhythms. *To know the difference between left and right to support rhythmic development.	*To know how to play in time with a range of crotchet and quaver rhythms, using a range of melodic and harmonic instruments. *To develop an understanding of formal notation.	*To know how to play straight rhythms with ease and some syncopated rhythms with assistance.	*To know how to play some more complex syncopated rhythms. *To know how to play major and minor chords. *To know how play melodies and harmonies on a range of instruments. *To understand how chords are formed,	*To know how to play and sing a range of advanced syncopated rhythms. *To know how to read a range of musical notations both in terms of pitch and rhythm. *To know how read and play in parts.
Interpretation of a piece of music P2 	*To know how to use some basic attempt to control a sound eg louder/quitter, faster/slower	*To know how to use shaping of phrases. *To identify beat groupings. To adjust note lengths to fit a part.	*To know how to follow and interpret simple instructions from a director while playing a piece ie faster/slower, louder/quitter.	*To perform in a given style using articulation and playing techniques that are appropriate.	*To know how create a specific mood using a range of chords and playing techniques.	*To know how to play with a sense of style and occasion adjusting when necessary to make the piece fit for purpose. *To know how to select appropriate material for performance.
Ensemble skills when playing as a group P3	*To have an awareness of other players- starting and stopping together. *To know how to use safe and stop position.	*To know how to play in time with others starting and stopping together and adjusting to fit with other parts where needed.	*To know how to play in time with others adjusting where necessary to fit with other parts. *To know how to remain in time despite tricky chord/melodic lines.	*To develop basic skills on a selected instrument. *To suggest a preference for in class playing.	*To know how play a range of pieces combining a range of instruments to form a convincing school/class band.	*To know how to play a range of instruments in parts to form a convincing classroom ensemble. *To play and support melody instruments.
Composing 						



Developing musical ideas C1 	*To know how improvise simple chants and rhythms.	*To come up with ideas to fit with a given stimulus.	*To know how to improvise using tuned and untuned instruments using the skills and knowledge gained in whole class performance.	*To know how to compose using a limited range of both rhythmic and melodic material.	*To know how to compose using a range of chords/notes over a range of rhythmic grooves.	*To know how to create pieces that show an awareness of repetition and contrast. *To use a range of harmonies and melodies over an extended rhythmic pattern.
Demonstrating musical control within composition C2	*To be able to use the techniques developed in performance to create compositional ideas.	*To develop call and response type structures and start to assign sounds to activity eg lightly tapping a drum could sound like raindrops.	*To have compositional ideas that fit with the stimuli provided eg a day at the beach.	*To know that music should clearly depict a mood or given scenario.	*To know that music should be controlled in terms of dynamic variation, articulation and tempo.	*To use skills developed in whole class performance creating contrast by manipulating all of the musical elements.
Composing with musical coherence C3			*To know how to compose with a sense of balance and proportion.	*To know how to record compositional ideas using basic notation and/or technology	*To know how to adopt a formal structure when composing eg binary/ternary	*To know how to compose a simple piece with recognized form and structure.
Listening 						
WCM (Western Classical music) L1 	To know what an orchestra is.	*To know the sections of an orchestra	*To be know about the solo sections and ensemble sections of an orchestra	*To know and name individual instruments in an orchestra	*To have a knowledge of musical timescale and musical history.	*To know the names of instruments playing and the family of instruments that they come from.
20th century music L2 	To know and identify art music as "music" rather than noise.	To know how to describe the mood of the music and the composers intentions.	To know some of the ways composers have created art music eg prepared piano	To know how to follow a non- standard score.	To know how to write a non -standard musical score to suit a given piece.	To know how to to analyse the compositional techniques used in a piece of art music.
World music L3 	*To have listened to some world music and commented on it.	.*To have some basic knowledge of the continents and where their style comes from.	*To have a knowledge of some customs associated with different styles and genres.	*To know some different genres of music drawn from different cultures.	*To know some musical styles and suggest a country of origin.	*To know how to break a composition down into its different components and explain how they fit together.



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Popular music L4	*To have listened to a range of popular songs from the last 50 years and commented on them,	*To know a range of basic instruments used in a popular music ensemble.	*To know how to follow a chord/lyric sheet.	*To know how to explain how one style and genre develops from another.	*To know how to associate an artist with a given style.	*To know how to discuss playing techniques used on different instruments.
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Vocabulary

	Y1	Y2	Y3	Y4	Y5	Y6
Percussion Bongo, Djembe, cajon	Bongo Djembe Cajon	Hembra Macho Bass Slap Tone Centre/rim	Snare Pop Rock Country Tempo	Syncopation Latin	Groove Progression Bossa Nova Samba	Rhumba Hip Hop Funk
Ukelele	Ukelele String Sound Hole Safe position Playing position Stop position	Bridge Neck Fret Plectrum	Fingerboard Fret Count Tuning peg Nut	Major Minor Trick	7 th chord Progression Stop	Chuck offbeat
Keyboard	Keyboard Key Playing position Stop position	Note names Finger numbers	Middle C Scale	Major Minor Time signature	Progression Accidental Sharp/flat Compound times	Melody Harmony
Woodwind	Recorder Ocarina	Fife		Step Leap	Polyphonic Dood Toot Reed Ligature	J sax Bb Clarinet Ledger Lines
Brass				Brass Trumpet Trombone Mouthpiece Slide Brace Valve	Embouchure Position Bass and treble clef	
Samba	Samba Brazil Carnival	Surdo Repanique Agogo Ganza	Caxia Tambourim	Syncopation Paradinah	Polyrhythm	
Guitar	Guitar String Sound hole Safe position	Bridge Neck Fret Plectrum	Finger board Fret count Tuning peg Nut	Major Minor Trick	Progression Stop Pick Strum	



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	Playing position Stop position	Pick Guard	Acoustic			
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