

## Music Progression

<b>Date</b>	<b>Review Date</b>	<b>Subject Leader</b>
<b>September 2019</b>	<b>August 2020</b>	<b>Adam Stockhill / Helen Abbott</b>

This document aims to give guidance on the progression of musical knowledge and skills across the year groups.

It can also be used to differentiate work, and expectations, appropriately for pupils working above and below age-related expectations (particularly SEND pupils and GD pupils).

Potential GD pupils should also be encouraged to make more consistent and confident reference to the inter-related dimensions of music. When performing, they should be encouraged to work with greater independence and show proficiency in leading ensemble performances. This should also be linked to their compositional skills, given opportunities to demonstrate technical and musical quality in all aspects of this strand.

In Music, like all other subjects, we recognise the importance of the methods and practice of teaching (the pedagogy) we choose to use in enabling pupils to know more, understand more and remember more. In Music, the following approaches will be used, and be evident in lesson observation, pupil voice and, when appropriate, children's curriculum books, in order to ensure that the Music learning opportunities are as effective as possible and that pupils progress throughout the year and across year groups during their musical experiences in school:

<b>Teaching Sequence in Music.</b>  Every year group's unit of work should include:	Big picture: Look at and recap previous knowledge/skills that are relevant to the new learning;	<b>Possible pedagogical approaches used in Music:</b>	Behaviourism	Direct teacher instruction; modelling of skills and techniques; demonstration; modelling use of appropriate vocabulary in context.
	Consistent opportunities for pupils to develop their aural skills, in regards to both listening (ear-training) and using voices/instruments. This must link to the performance aspects of the unit of work;		Constructivism	Enquiry-based learning
	Consistent opportunities to listen to and appraise a wide variety of musical genres;		Social Constructivism	Teacher modelling; questioning; mix of individual, paired and group instruction
	Consistent opportunities to perform, using voices and a wide variety of musical instruments;		Liberationism	Pupil-led learning; opportunities to showcase learning
	Explore the inter-related dimensions of music (pitch, duration, dynamics, tempo, timbre, texture and structure) and their notation and apply these to appraisal, performance, improvisation and composition.		<b>Learning, working and talking like a musician</b>	Being introduced to the key vocabulary that a musician would use; defining the key vocabulary that a musician would use; high expectations of pupils 'talking' like a musician.
	Consistent opportunities for pupils to improvise and compose. Reflecting on and evaluating their work.			

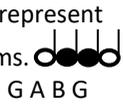
Strand	UFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Singing songs with control and using the voice expressively.</b>	Join in when singing a song as a group.	To find their singing voice and use their voices confidently.	To find their singing voice and use their voices confidently.	Sing with confidence using a wider vocal range.	Sing with confidence using a wider vocal range.	Sing songs with increasing control of breathing, posture and sound projection.	Sing songs with increasing control of breathing, posture and sound projection.
	Sing a melody at their own pitch.	Sing a melody accurately at their own pitch.	Sing a melody accurately at their own pitch.	Sing in tune.	Sing in tune, beginning to show	Sing songs in tune and with an awareness of other parts.	Sing songs in tune and with an awareness of other parts.

					awareness of other parts.		
Sing a song as a group, broadly singing in time.	Sing with a sense of awareness of pulse and control of rhythm	Sing with a sense of awareness of pulse and control of rhythm	Sing with awareness of pulse and control of rhythm.	Sing with awareness of pulse and control of rhythm.	Sing with awareness of pulse and control of rhythm.	Identify phrases through breathing in appropriate places.	Identify phrases through breathing in appropriate places.
Sing with an awareness of other performers.	Sing with an awareness of other performers.	Recognise phrase lengths and know when to breathe.	Recognise simple structures. (Phrases).	Recognise simple structures. (Phrases).	Recognise simple structures. (Phrases).	Sing with expression and rehearse with others.	Sing with expression and rehearse with others.
		Sing songs expressively.	Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.	Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.	Sing a round in two parts and identify the melodic phrases and how they fit together.	Sing a round in two parts and identify the melodic phrases and how they fit together.	
		Begin to sing with control of pitch (e.g. following the shape of the melody).	Sing songs and create different vocal effects.	Sing songs and create different vocal effects.	Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.	Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.	
		Follow pitch movements with their hands and use high, low and middle voices.	Understand how mouth shapes can affect voice sounds.	Understand how mouth shapes can affect voice sounds.			
			Internalise sounds by singing parts of a	Internalise sounds by singing parts of a song 'in their heads.'			

				song 'in their heads.'			
<b>Listening, Memory and Movement</b>	Recall and remember short songs with prompting from an adult.	Recall and remember short songs and sequences and patterns of sounds.	Recall and remember short songs and sequences and patterns of sounds.	Create sequences of movements in response to sounds.	Identify melodic phrases and play them by ear.	Create dances that reflect musical features.	Listen to longer pieces of music and identify features.
		Respond physically when performing, composing and appraising music.	Identify well-defined musical features.	Explore and choose different movements to describe animals.	Demonstrate the ability to recognise the use of structure and expressive elements through dance.	Identify different moods and textures.	Internalise short melodies and play these on pitched percussion (play by ear).
		Identify different sound sources.			Identify phrases that could be used as an introduction, interlude and ending	Identify how a mood is created by music and lyrics.	
<b>Controlling pulse and rhythm</b>	Take part in a teacher-led activity, finding the pulse of shorter songs/pieces of music.	Identify the pulse in different pieces of music	Identify long and short sounds in music	Recognise rhythmic patterns.	Identify and recall rhythmic and melodic patterns.	Identify different speeds of pulse (tempo) by clapping and moving.	Identify the metre of different songs through recognising the pattern of strong and weak beats.

		Identify the pulse and join in getting faster and slower together	Perform a rhythm to a given pulse	Perform a repeated pattern to a steady pulse.	Identify repeated patterns used in a variety of music. (Ostinato).	Improvise rhythm patterns.	Subdivide the pulse while keeping to a steady beat.
		Perform a rhythm to a given pulse	Begin to internalise and create rhythmic patterns			Perform an independent part keeping to a steady beat.	
		Begin to internalise and create rhythmic patterns	Accompany a chant or song by clapping or playing the pulse or rhythm				
		Accompany a chant or song by clapping or playing the pulse or rhythm					
<b>Exploring sounds, melody and accompaniment</b>	To find sources of sound in the classroom.	To explore different sound sources.	Identify and name classroom instruments.	Identify ways sounds are used to accompany a song.	Analyse and comment on how sounds are used to create different moods.		
	Make different sounds by experimenting with ways of changing them.	Make sounds and recognise how they can give a message.	Create and choose sounds in response to a given stimulus.	Explore and perform different types of accompaniment.	Explore and perform different types of accompaniment.		
	Make different sounds by experimenting with ways of changing them.	Identify and name classroom instruments.	Identify how sounds can be changed.	Explore and select different melodic patterns.	Explore and select different melodic patterns.		

<b>Control of instruments</b>			Change sounds to reflect different stimuli.	Recognise and explore different combinations of pitch sounds.	Recognise and explore different combinations of pitch sounds.		
	Play instruments to make a sound.	Play instruments in different ways and create sound effects.	Play instruments in different ways and create sound effects.	Select instruments to describe visual images.	Select instruments to describe visual images.	Identify and control different ways percussion instruments make sounds.	Identify and control different ways percussion instruments make sounds.
	Handle and play instruments with control.	Handle and play instruments with control.	Handle and play instruments with control.	Choose instruments on the basis of internalised sounds.	Choose instruments on the basis of internalised sounds.	Play accompaniments with control and accuracy.	Play accompaniments with control and accuracy.
		Identify different groups of instruments.	Identify different groups of instruments.			Create different effects using combinations of pitched sounds.	Create different effects using combinations of pitched sounds.
					Use ICT to change and manipulate sounds.	Use ICT to change and manipulate sounds.	
<b>Composition</b>	Make music and dance using different tools, materials and techniques.	Contribute to the creation of a class composition.	Contribute to the creation of a class composition.	Create textures by combining sounds in different ways.	Create music that describes contrasting moods/emotions.	Identify different starting points or composing music.	Identify different starting points of composing music.
		Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.	Basic skills developments for composition in KS1 are to be found within 'Exploring sounds'.	Compose music in pairs and make improvements to their own work.	Improvise simple tunes based on the pentatonic scale.	Explore, select combine and exploit a range of different sounds to compose a soundscape.	Explore, select combine and exploit a range of different sounds to compose a soundscape.
			Create an accompaniment to a known song.	Create an accompaniment to a known song.	Write lyrics to a known song.		

				Create descriptive music in pairs or small groups.		Compose a short song to own lyrics based on everyday phrases.	using a range of stimuli and developing their musical ideas into a completed composition.
Reading and writing notation		Perform long and short, high and low, loud and soft sounds in response to symbols	Perform long and short, high and low, loud and soft sounds in response to symbols	Continue to compose and perform using symbols and dot notation	Continue to compose and perform using symbols and dot notation	Perform using staff notation	Perform using staff notation
		Compose and perform using symbols and dot notation	Compose and perform using symbols and dot notation	Begin to read staff notation – in conjunction with learning the recorder	Begin to read staff notation – in conjunction with learning the recorder	Sing songs with staff notation	Sing songs with staff notation
		Make scores using their own symbols	Make scores using their own symbols	Begin to compose using note names and dot notation to represent rhythms. 	Begin to compose using a wider variety of note names and dot notation to represent rhythms. 	Begin to compose using a variety of note names, dot notation and words/symbols to represent dynamics. 	Compose using a variety of note names, dot notation and words/symbols to represent dynamics and tempo. 
Performance skills	Perform together, following	Perform together and follow instructions	Perform together and follow instructions	Perform in different ways, exploring the way the performers	Perform in different ways, exploring the way the performers	Present performances effectively with awareness of audience, venue and occasion	Present performances effectively with awareness of audience, venue and occasion

	simple instructions,	that combine the musical elements	that combine the musical elements	are a musical resource	are a musical resource		
				Perform with awareness of different parts	Perform with awareness of different parts		
<b>Evaluating and appraising</b>	Express whether or not they like a sound and why.	Choose sounds, and instruments carefully and make improvements to their own and others' work	Choose sounds, and instruments carefully and make improvements to their own and others' work	Recognise how music can reflect different intentions	Recognise how music can reflect different intentions	Improve their work through analysis, evaluation and comparison.	Improve their work through analysis, evaluation and comparison.
<b>Key Vocabulary</b>	Instrument, sound, pulse, song	Pulse, rhythm, notation, high, low, loud, soft, fast, slow, long, short, compose	Pulse, rhythm, timbre, pitch, dynamics, melody, notation, breathing, high, low, loud, soft, fast, slow, long, short, compose	Pulse, rhythm, timbre, pitch, dynamics, tempo, melody, high, low, forte, piano, allegro, adagio, notation, crotchet, minim, phrase, recorder, percussion	Pulse, rhythm, timbre, pitch, dynamics, tempo, melody, high, low, forte, piano, allegro, adagio, notation, crotchet, minim, phrase, staccato, legato, ostinato, accompaniment, recorder, percussion	Pulse, rhythm, timbre, pitch, dynamics, tempo, melody, high, low, forte, piano, crescendo, diminuendo, allegro, adagio, notation, quaver, crotchet, minim, phrase, staccato, legato, ostinato, accompaniment, mood, texture, structure	Pulse, rhythm, timbre, pitch, dynamics, tempo, melody, high, low, fortissimo, forte, mezzo forte, mezzo piano, piano, pianissimo, crescendo, diminuendo, allegro, allegretto, andante, adagio, largo, notation, quaver, crotchet, minim, phrase, staccato, legato, ostinato, accompaniment,



*Working and growing together*

							mood, texture, structure
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