Wool CE Primary School

Music Progression

Overview:
We provide a high-quality music curriculum that engages and inspires pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to a variety of musical styles.

Aims for the National Curriculum music curriculum:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Pupils will be taught the following knowledge and skills:

	EYFS Puffins / Robins	Y1/2 A	Y1/2 B	Y3/4 A	Y3/4 B	Y5/6 A	Y5/6 B
LISTEN AND APPRAISE	Knows about similarities and differences between themselves and others, and among families, communities, cultures and traditions Begins to describe sounds and music imaginatively, eg *scary music* Responds imaginatively to art works and objects, e.g. *this music sounds likes dinosaurs, that sculpture is squishy like this [child physically demonstrates], that peg looks like a mouth* **To know many nursery rhymes off by heart** To learn that music can touch your feelings	To know five songs from memory **To know and recognise the sound and names of some of the instruments used within songs** To enjoy moving to music by dancing, marching and being animals	To know five songs from memory and what they are about **To know some songs have a chorus or a response/answer part** To know that songs have a musical style To learn how songs can tell a story or describe an idea	To know five songs from memory and who sang them or wrote them To be able to explain what a song is about, based on its lyrics To identify any musical dimensions within a song and where they are used: texture, dynamics, tempo, rhythm and pitch **To name some of the instruments heard in a song** To identify and move to the pulse To explain how a song makes them feel	To know five songs from memory and what style they are To identify some of the style indicators of a song, *e.g. the musical characteristics that give the song its style* **To identify the main sections of a song**: introduction, verse, chorus etc. To explain how the musical dimensions work together in a song, *e.g. if the song gets louder in the chorus (dynamics).* To listen to other people's thoughts about music **To use musical words when talking about songs**	To know five songs from memory and name other songs with the same style **To identify the similarities and differences between two or three songs**, *e.g. lyrics, musical dimensions, sections, instruments used* To discuss the historical context of some songs, *e.g. What else was going on at this time and how did that impact the song writing?* To think about the message of songs To talk about the musical dimensions working together in songs	To know five songs from memory, who sang or wrote them, when they were written and why To identify any musical dimensions featured in a range of songs and where they are used: texture, dynamics, tempo, rhythm, pitch and timbre **To identify the structure of different songs** To discuss what was going on musically and historically during the time that songs were written To know that fact that we each have a musical identity **To talk about the music and how it makes you feel**, using musical language to describe it

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	EYFS Reception Puffins / Robins	Y1/2 A	Y1/2 B	Y3/4 A	Y3/4 B	Y5/6 A	Y5/6 B
COMPOSITION & NOTATION	Begins to describe sounds and music imaginatively, eg *scary music* Makes music in a range of ways, e.g. plays with sounds creatively, plays along to the beat of the song they are singing or music they are listening to Uses combinations of art forms, e.g. moving and singing, making and dramatic play, drawing and talking, constructing and mapping Chooses particular movements, instruments/sounds, colours and materials for their own imaginative purposes	**To know that composing is like writing a story with music** To know that everyone can compose To help create a simple melody using one, two or three notes	To help create three simple melodies using one, three or five different notes **To know that the notes of the composition can be written down** and changed if necessary	**To know that a composition is music that is created and kept in some way** To plan and create a section of music that can be performed within the context of the unit song To listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo	To know that composition can be played or performed again to your friends **To know that there are different ways of recording compositions: letter names, symbols, audio etc.** To listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song	To know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure **To know that notation is the connection between sound and symbol** To identify the keynote or home note and the structure of the melody	To create simple melodies using up to five different notes and simple rhythms that work musically with the style of a given song **To record a composition in any way appropriate that recognises the connection between sound and symbol,** *e.g. graphic/pictorial notation*
SINGING	To sing or rap nursery rhymes and simple songs from memory **To know that songs have sections** To sing along with a pre-recorded song and add actions To sing along with the backing track	To confidently sing or rap five songs from memory and sing them in unison **To know that unison is everyone singing at the same time** To identify different voices and singing notes of different pitches (high and low), in songs To know that voices can make different types of sounds: rapping, humming, saying words in rhythm To learn to start and stop singing when following a leader	To confidently know and sing five songs from memory To know that songs include other ways of using the voice *e.g. rapping (spoken word)* **To know why we need to warm up our voices** To know how to find a comfortable singing position	**To know that singing in a group can be called a choir** **To know that a conductor is a person who the choir or group follow** To know that songs can make you feel different things *e.g. happy, energetic or sad* To sing in unison and in simple two-parts To understand that singing solo requires confidence To sing with awareness of being 'in tune'	To know how a solo singer makes a thinner texture than a large group **To know that you must listen to each other when singing as part of an ensemble or large group** To re-join the song if lost To listen to the group when singing To have an awareness of the pulse, internally, when singing	To know and sing five songs and their parts, from memory, and to sing them with a strong internal pulse **To choose a song and be able to talk about its main features**: singing in unison, the solo, lead vocal, backing vocals or rapping To understand that including rapping will change the style of a song To listen to each other singing and be aware of how you fit into the group	To know about the style of a song and use this to represent the feeling and context to an audience **To identify what a song is about and the meaning of the lyrics** To sing in unison and to sing backing vocals

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EXPLORE AND CREATE: PLAYING	Expresses and communicates working theories, feelings and understandings using a range of art forms, e.g. movement, dance, drama, music and the visual arts Creates rhythmic sounds and movements Initiates new combinations of movements and gestures in order to express and respond to feelings, ideas and experiences To know that we can move with the pulse of the music To know that the words of songs can tell stories and paint pictures To find the pulse by copying a character in a nursery rhyme To copy basic rhythm patterns To explore high and low using voices and sounds of characters in the songs	To know that instruments must be treated carefully and with respect To know the names of the instruments they are playing **To know that music has a steady pulse, like a heartbeat** To know that we can create rhythms from words, our names, favourite food, colours and animals To create rhythms for others to copy To play a tuned instrumental part	To know the names of the notes in their instrumental part from memory or when written down To know the names of untuned percussion instruments played in class **To know that rhythms are different from the steady pulse** To know that we add high and low sounds (pitch) when we sing and play instruments To play a part in time with the steady pulse	To know how to find and demonstrate the pulse **To know the difference between pulse and rhythm**: - Pulse: finding the heartbeat of the music - Rhythm: the long and short patterns over the pulse To know that every piece of music has a pulse/steady beat To know the difference between a musical question and an answer To rehearse and perform a part within the context of the unit song	To know that pulse, rhythm and pitch work together to create a song **To know that pitch is high and low sounds that create melodies** To know how to keep the internal pulse To play any one, or all four, differentiated parts on a tuned instrument, from memory or using notation. To experience leading the playing by making sure everyone plays at the right time	To know different ways of writing music down, *e.g. symbols* **To know the names of a variety of instruments they might play** To play a musical instrument with the correct technique within the context of the unit song To lead a rehearsal session	**To know different ways of writing music down**, *e.g. staff notation* To identify the notes C, D, E, F, G, A, B + C on the treble stave To select and learn an instrumental part that matches their musical challenge, from memory or using notation

Commented [RB1]: Which instruments are covered where?

List these at the bottom of the section

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SHARE AND PERFORM	To know that a performance involves sharing music To perform any of the nursery rhymes by singing and adding actions or dance To perform any nursery rhymes or songs adding a simple instrumental part	**To know that a performance is sharing music with other people** To add their ideas when planning a performance	To know that a performance can be a special occasion and involve a class, a year group or a whole school To know that an audience can include your parents and friends **To record a performance and say how they were feeling about it**	To know that performing is sharing music with other people: this is called an audience **To know that you must sing or rap the words clearly and play with confidence when performing** To communicate the meaning of the words and clearly articulate them To know the best place to be when performing and know how to stand or sit	To know that a performance doesn't have to be a drama; it can be to one person or to each other **To know that a performance involves communicating feelings, thoughts and ideas about the song/music** To present a musical performance designed to capture the audience To record the performance and say how they were feeling, what they were pleased with what they would change and why	**To know that everything that will be performed must be planned and learned** To talk about the performance venue and how to use it to best effect To record the performance and compare it to a previous performance	To choose what to perform and create a programme **To discuss and talk musically about performances**: "What went well?" and "It would have been even better if…?"
IMPROVISATION		To know that improvisation is about making up your own tunes on the spot **To know that improvisation is not written down** and it belongs to the person who makes it To listen to a rhythm and clap back, then listen and clap own answer *(rhythms of words)*	**To know that when someone improvises they make up their own tune that has never been heard before** To understand that everyone can improvise To know that improvising can use one or two notes To take turns to improvise using one or two notes	To know that using one or two notes confidently is better than using five **To know that if you improvise using the notes you are given, you cannot make a mistake** To use instruments to listen to a rhythm and play an answer using one or two notes	To know that you can use some of the riffs from other songs in improvisations To improvise using instruments in the context of the song that is being learnt	**To know three well-known improvising musicians** To copy back using instruments To improve always starting on a G	To use up to three notes in improvisation
Vocabulary	nursery rhymes, songs, music, sections, move, perform, actions, dance	improvisation, instruments, composing, compose, melody, notes, unison, sing, rap, hum, high, low, tuned, untuned, performance,	chorus, response part, answer part, musical style, composition, melodies, memory, voice, audience,	pulse, rhythm, lyrics, texture, dynamics, tempo, pitch, choir, conductor, solo, tune,	memory, musical characteristics, style indicators, introduction, verse, bridge, musical dimensions, record, recording, texture, ensemble, parts,	context, message, structure, notation, symbol, keynote, home note, backing vocals, lead vocal, style, rehearse, rehearsal, venue,	musical identity, connection, represent, meaning, notes, programme,

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Unit overview & main songs:

	Autumn	Spring	Summer
Reception	**Me!** Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For Fingers	**My Stories** I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	**Big Bear Funk** Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
Year 1/2 **YEAR A**	**Hey You!** Hey You! By Joanna Mangona Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC	**Rhythm In The Way We Walk/ Banana Rap** Rhythm In The Way We Walk and The Banana Rap by Joanna Mangona and Jane Sebba The Planets, Mars by Gustav Holst (Classical) Tubular Bells by Mike Oldfield (Pop) The Banana Rap by Jane Sebba (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop)	**In The Groove** In The Groove by Joanna Mangona How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)
Year 1/2 **YEAR B**	**I Wanna Play In A Band** I Wanna Play in a Band by Joanna Mangona We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	**Round And Round** Round and Round by Joanna Mangona Livin' La Vida Loca by Ricky Martin (Latin/Pop) Imperial War March by John Williams (Film) It Had Better Be Tonight by Michael Bublé (Latin/Big Band) Why Don't You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)	**Zootime** Zootime by Joanna Mangona Kingston Town by UB40 Shine by ASWAD IGY by Donald Fagen Feel Like Jumping by Marcia Griffiths I Can See Clearly Now by Jimmy Cliff
Year 3/4 **YEAR A**	**Hands, Feet, Heart** Hands, Feet, Heart by Joanna Mangona The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela You Can Call Me Al by Paul Simon Hlokoloza by Arthur Mafokate	**Recorders tuition from Dorset Music Service** **Let Your Spirit Fly** Let Your Spirit Fly by Joanna Mangona Colonel Bogey March by Kenneth Alford (Film) Consider Yourself from the musical 'Oliver!' (Musicals) Ain't No Mountain High Enough by Marvin Gaye (Motown) You're The First, The Last, My Everything by Barry White (Soul)	**Three Little Birds** Three Little Birds by Bob Marley Jamming by Bob Marley Small People by Ziggy Marley 54-56 Was My Number by Toots and The Maytals Ram Goat Liver by Pluto Shervington Our Day Will Come by Amy Winehouse

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Year 3/4 **YEAR B**	**Lean On Me** Lean On Me sung by Bill Withers Walter Williams and Beyoncé (Gospel) Shackles (Praise You) by Mary Mary (Gospel) Amazing Grace by Elvis Presley (Gospel) Ode To Joy Symphony No 9 by Beethoven (Romantic – Western Classical) Lean On Me by The ACM Gospel Choir (Gospel)	**Instrumental tuition from Dorset Music Service** **Glock 1** Easy E Strictly D Drive D-E-F-initely Roundabout March of the Golden Guards Portsmouth	**The Dragon Song** The Dragon Song by Joanna Mangona and Pete Readman Birdsong – Chinese Folk Music Vaishnava Java – A Hindu Song A Turkish Traditional Tune Aitutaki Drum Dance from Polynesia Zebaidir Song from Sudan
Year 5/6 **YEAR A**	**Livin' On A Prayer** Livin' on a Prayer by Bon Jovi We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	**Jazz 1** Classroom Jazz by Ian Gray Desafinado by Stan Getz (Swing) Cotton Tail by Ben Webster 5 Note Swing by Ian Gray Perdido by Woody Herman	**Dancing In The Street** Dancing in the Street sung by Martha and The Vandellas can't Help Myself (Sugar Pie Honey Bunch) by The Four Tops I Heard it Through the Grapevine by Marvin Gaye Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terrell You Are the Sunshine of My Life by Stevie Wonder
Year 5/6 **YEAR B**	**Fresh Prince Of Bel Air** Fresh Prince of Bel-Air rapped by Will Smith Me Myself and I by De La Soul Ready or Not by Fugees Rapper's Delight by The Sugarhill Gang U Can't Touch This by M C Hammer	**Happy** Top Of The World sung by The Carpenters Don't Worry, Be Happy sung by Bobby McFerrin Walking On Sunshine sung by Katrina And The Waves When You're Smiling sung by Frank Sinatra Love Will Save The Day sung by Brendan Reilly	**Music And Identity** Something Helpful by Anna Meredith O by Shiva Feshareki V-A-C Moscow by Shiva Feshareki Heroes & Villains by Eska Shades Of Blue by Eska And! by Afrodeutsche The Middle Middle by Afrodeutsche