

Curriculum Progression Map

Introduction:

In the words of Stevie Wonder 'music is a world within itself with a language we all understand' - a language we can all read, write and sing and therefore open to everyone. What a wonderful subject!

Music Curriculum Intent:

Music should be central to any school as its links to the brain and learning have long been proven. Music improves behaviour and concentration, it deepens memories, it develops emotions, it helps develop children's speech, it helps develop abstract thinking and seeing the 'bigger picture', it helps overcome stress and develops creativity and intelligence. Most importantly though it is accessible to all and can have a huge impact on a person's happiness and their emotional and physical well-being. It is an integral part of being human. The National Curriculum states that Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

School Vision:

To develop skills, techniques and processes to explore their creative self and express themselves across a variety of audiences

School aims:

That all children have access to a rich, varied and engaging musical experience within school; in the classroom, in key stages, as a whole school and as individuals in peripatetic lessons, and musical groups in order to

- develop the capacity to express ideas thoughts and feelings through music
- provide opportunities for self-expression and shared experiences and emotions
- develop an awareness of musical traditions in all cultures and societies
- provide the opportunity for a feeling of success and fulfilment
- To enable all children and staff to have a positive experience of music through opportunities, accessible to all, which provide a wide variety of musical experiences, including a wide variety of peripatetic lessons, whole class instrumental music tuition, key stage and whole school singing assemblies, wake and shake, year group, key stage and whole school performances, incidental music opportunities, workshops, visiting musicians etc...

Assessment

- Golden thread of progression – singing and performing – main part of school life for each child, building upon skills year upon year through class music, singing worship, church celebrations, leavers service, Young Voices, PTA fairs and so on.
- Curriculum – Progression map supported by Charanga, Music Active Digital and cool4school resources with formative ongoing assessment in lessons providing ways to improve and feedback.
- The school will monitor and assess children’s attainment and achievement by teacher planning and observation. Any written work produced and recorded work by the children will be assessed by the teachers to monitor progress against the objectives. Children will be involved in assessing their own work so that they can understand better their own strengths and needs, and gain a feeling of self-confidence by an increased awareness of their own knowledge and understanding. Assessment has been incorporated into the school’s end points and is based on the key skills taught in each unit of work.
- Pupil Voice – conducted by Music Lead.



AUTUMN 1

AUTUMN 2

SPRING 1

SPRING 2

SUMMER 1

SUMMER 2

RECEPTION

Expressive Arts and Design (EAD)

ELG: Being Imaginative and Expressive (Statutory)

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- 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.

MUSIC



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	<ul style="list-style-type: none"> Sing some songs by heart using puppets to tell stories Explores body percussion to create contrasts using voices and body Use actions to explore a beat 		<ul style="list-style-type: none"> Talk about music expressing feelings and responses Talk about music expressing feelings and responses Listen to music and respond through movement 		<ul style="list-style-type: none"> Explores the different sounds of instruments Explore tuned percussion sounds to enhance our singing Listen to music and respond through movement 	
KEY VOCABULARY	<ul style="list-style-type: none"> Listen Chant Steady Beat Sing (Voice) Follow 		<ul style="list-style-type: none"> Instrument Repeat Sounds 		<ul style="list-style-type: none"> Loud Quiet (use instead of soft) Rhythm Song 	

YEAR 1

Unit	Charanga 'Hey You!' Rhythm & Pulse from Active Music	Prepare for KS1 Nativity (Little Angel Gets Her Wings)	Space (Cool4 School)	Football (Sing Up)	Weather / Rain dance	As I Was Walking Down the Street / Sing Up
PERFORMING	We will use our voices to chant and sing, making different sounds with our voices. We will learn to follow instructions to when to sing and play. We will hold classroom instruments with care and repeat simple rhythmic patterns.	We will sing and chant and learn songs for the Nativity. We will follow instructions about when to sing and copy phrases using call and response to learn the songs by clapping, chanting and singing.	We will use our voices to chant and sing, following instructions about when to sing the Space song. We will copy and repeat simple patterns and use actions	We sing Chant together rhythmically, marking rests accurately. We will sing an echo song while tapping the beat, and clap the rhythm of the words understanding there is one beat for each syllable. We will play a simple ostinato on untuned percussion.	We sing play classroom instruments and sing songs about weather, controlling our dynamics and with weather sound effects.	We will sing a song that includes a time change from march to a jig. We will play untuned percussion instruments, and use movement, to mark the beat and recognise a change in metre.

MUSIC



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
COMPOSING	We will enjoy using class percussion to explore and create different sounds.	We will see how each song is put together looking at song structure and the beginning and end.	We will watch the Stargazing video https://www.bbc.co.uk/teach/class-clips-video/little-stargazing-the-sun-and-the-stars/zmfkgmn And use instruments to portray a starry scene by choosing sounds using percussion and voices.	We will compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).	We will use voices, movement and instruments to explore different ways that music can be used to describe the weather.	We will explore ways to compose and improvise a variation for the greeting section of the game, choosing sounds to represent it.
APPRAISING	We will listen to and respond to the beat, steady but fast and slow and identify pitch (low, medium or high) pointing to our knees, hips and shoulders. We will respond to the music with dance and percussion	We will listen to the songs of the nativity and improve our performance as we go along. We will listen out for certain instruments.	. We will listen to Brian Eno's ascent and respond to it in words, pictures or movement explaining my response in simple terms https://www.youtube.com/watch?v=OlaTeXX3uH8	We will listen to rhythms being clapped and listen out for the specific rhythm not to echo back. We will listen to the songs which we are learning.	We will listen to Beethoven's depiction of a storm in <i>The Pastoral Symphony</i> and discuss the use of timbre, dynamics and duration to portray the weather.	We will listen to a jig and move in time to the music. We will say whether we like or dislike the music and say why.
Resources	Charanga 'Hey You' Active Music Singing Sherlock Book 1 – <i>Teddy Bear Rock and Roll</i> <i>The Penguin Song</i>	Charanga	Cool4school https://www.bbc.co.uk/teach/school-radio/britain-since-the-1930s-space/z4x9gwx https://www.bbc.co.uk/teach/class-clips-video/little-stargazing-the-sun-and-the-stars/zmfkgmn	Sing Up – <i>Football</i>	Sing Up – <i>Rain on the Green Grass</i> Youtube – <i>You are my sunshine</i> - <i>Green Grass Grew</i> by the Singing Kettle Cool4school – <i>Rain dance</i>	Sing Up

MUSIC



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY VOCABULARY As reception as well as:	Pulse, steady beat. rhythm, Pitch – high and low sounds. Tempo – the speed of the music; fast or slow or in-between. Duration – the length of time a note is sounded long or short sound Dynamics – how loud or quiet the music is. Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending. Notation – the link between sound and symbol. Voice, song, chant, rap, sounds, melody, Imagination, improvise, compose, audience, question and answer, melody, perform/performance, audience, repeat, respond, mood					
YEAR 2						
Unit	Charanga 'Hands, Feet, Heart' Rhythm & Pulse Active Music	Prepare for KS1 Nativity (Little Angel Gets Her Wings)	Animals Sing Up	Wah la say may / Numbers rhythm 1-8 / clave play along from cool4school	Orawa Sing Up	Ukulele
PERFORMING	We will chant and sing songs and learn the importance of starting and stopping together. We will play simple rhythmic patterns and keep a steady pulse using instruments.	We will sing and chant and learn songs for the Nativity. We will stand tall and look at the audience and communicate the story of the nativity. We will take short parts of the song that are rhythmically challenging and repeat by clapping and chanting.	. We will use the voice expressively and creatively by singing songs and speaking chants and rhymes to represent the different animals. We will choose instruments to represent the animals (cool4school)	. We will sing the song with movement and increasing awareness of pulse, rhythm and expression. We will perform using percussion and play rhythmic patterns, keeping a steady pulse, keeping together	We will sing River (cool4school) with actions and accurate pitch. We will copy short rhythmic chants	We will learn to play recorder / ukulele, including how to hold the instrument, take care of it and use it properly. We will sing notes to help us learn the pitch names.
COMPOSING	We will create our own rhythmic ostinati on body percussion and class percussion in groups.	We will see how the production is put together looking at song structure and the sequence of beginning, beginning and end.	We will choose an animal as a stimulus to create music to represent the animal. We will improvise ideas in groups to represent the animal.	We will improvise rhythms using the instrumental backing track on percussion.	We will compose and structure short musical ideas to form a larger piece. We will work together to explore, devise, and perform a new chant inspired by a river journey. We will use symbols and pictures to depict the sound of the river.	We will create our own strumming patterns and make a sequence.

MUSIC



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
APPRAISING	We will listen with concentration and internalise and recall sounds with increasing aural memory. We will discuss how to improve our playing and creations.	We will listen to the songs of the nativity and improve our performance as we go along We will look out for certain instruments and make connections with the shape of the melody and the various sounds.	We will listen to the Carnival of the animals and respond to it in words, pictures and movement. We will discuss the different instruments we can hear and say if we like or dislike it.	We will listen to the music and respond to it. We will identify instruments and musical vocabulary to describe it.	We will listen with We will listen with focus and remember sounds and patterns. We will use symbols and drawings to reflect the music.	We will listen to the different pieces of music and use musical vocabulary to describe the music.
Resources	Charanga – Hands, Feet, Heart Diddle diddle dumpling Tony Chestnut	Charanga – Little Angel gets Her Wings	Animals from cool4school Youtube – <i>Aquarium</i> by Saint-Saens Singing Sherlock Book 3 – <i>The Dolphin Song</i> Penguin Song	Cool4school – wah la say may Numbers Rhythms	Cool4school – <i>River Sing Up</i> – Orawa <i>Cool4school – River Youtube</i> – <i>Vltava</i> by Smetna	Ukulele Magic
KEY VOCABULARY As Year 1 as well as:	<p>Texture – layers of sound. Layers of sound working together make music very interesting to listen to.</p> <p>Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.</p> <p>Notation – the link between sound and symbol.</p> <p>Voice, song, chant, rap, sounds, melody</p> <p>Percussion, improvise, compose, melody, perform, technique, pattern, repeat, respond, mood, names of instruments: drum, piano</p> <p>Imagination, improvise, compose, audience, question and answer, melody, perform/performance, audience, crotchet, quaver</p>					

YEAR 3

Unit	Charanga 'Let Your Spirit Fly'	I've Been to Harlam (Sing Up)	Cool4school (Numbers rhythm 1 – 8 clave body rhythm/ & On the Street Dance)	Latin Dance (Sing Up)	WCET - Clarinet
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MUSIC



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PERFORMING	We will sing a variety of songs from memory and in a group. We will look at how singing can make you feel different things. We will play clear notes on instruments and listen to each other when singing in a group.	We will learn to sing the call and response songs 'I've been to Harlam' and 'Tonga.' We will sing long notes confidently and accompany ourselves on tuned percussion using pentatonic notes. We will learn a cup rhythm sequence and play it together as a class in time a long with the song.	We will sing 'On the Street' expressively and with movement. We will use percussion to play clave rhythms clearly and accurately together.	We will perform the Latin Dance song and sing syncopated rhythms. We will play 4 part chords of F major and A minor using tuned and untuned percussion in a call and response style. We will learn the basic step of Salsa dancing which will help us to feel the latin beat.	We will play lively singing games and perform a greeting song with actions. We will read notations and play the melody on tuned percussion.	We will sing songs confidently and expressively in two parts using environmental poems. We will combine singing and chanting into a song with a Rondo Structure.
COMPOSING	We will improvise using two or three notes on tuned and untuned percussion.	We will compose a pentatonic ostinato on tuned percussion/	We will compose rhythmic patterns using two or three notes and create accompaniments to go with the mood of the songs.	We will compose a 4-beat rhythm to play in the instrumental sections. We will use tuned and untuned percussion to add accompanied chords.	We will explore various pitch shapes in a melody and notate a new sequence of our own.	We will select descriptive sounds and explore timbre to create a soundscape which depicts our environment, including an accompaniment.
APPRAISING	We will listen to songs and discuss the various elements of music, including the structure of the songs.	We will listen to call and response pentatonic songs and compare them. We will use music terminology to describe them.	We will listen to the music and identify the style of the music through class discussion. We will identify the structure of the music and say what we like about it.	We will listen to music from Cuba and recognise features that give it its character. We will recognise a verse and chorus structure. We will reflect on our progress and what can be improved.	We will listen to new French vocabulary and learn to pronounce them, with awareness of mouth shape. We will listen to the songs and music and discuss the effect of the sounds.	We will listen to the music, revising melodic ostinato and learning about Ternary and Rondo form structures. We appraise our compositions as we progress to refine and improve our work.
Resources	Charanga Cool4school – <i>I feel free</i>	Sing Up Unit I've been to Haarlam	Cool4school	Sing up – latin dance		

MUSIC



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY VOCABULARY As Year 2 as well as:	Texture – layers of sound. Layers of sound working together make music very interesting to listen to. Percussion, improvise, compose, melody, perform, technique, pattern, clave, clef, crotchet, quavers, paired quavers, allegro, adagio repeat, respond, mood, song structure, names of instruments: drum, violin, piano, musical identity Percussion instruments, Samba drums, a variety of drums, tuned percussion					
YEAR 4						
Unit	Charanga 'Mamma Mia'	This Little Light of Mine – Sing Up	WCET - VIOLIN		Rhythm Inside / wanna dance / 3 2 boomwhacker rhythm	Charanga 'Blackbird'
PERFORMING	We will sing songs from memory and understand that a soloist has a thinner texture than a group. We will play tuned and untuned percussion and learn parts to play in instrumental section.	We will sing in a syncopated gospel style and play rhythmic patterns on tuned percussion, expressively and confidently.	We will learn how to play a brass instrument and perform to an audience		We will sing an African song and dance expressing the power of music, which is a universal language, no matter where you come from. We will combine with percussion, playing rhythm patterns and perform confidently.	We will sing songs by the Beatles with accuracy, combining classroom and individuals' instruments to create a class performance.
COMPOSING	We will improvise rhythmic patterns on tuned percussion.	We will improvise vocally in a gospel style on a pentatonic scale freely and expressively, working this into our performance.			We will improvise using our instruments and look at notation in the numbers rhythms and interpret the sequences of pitch.	We will explore repeated patterns on instruments and use notation to improvise and compose our own sequences to create a composition.
APPRAISING	We will listen to songs by Abba and identify the song structure. We will identify instruments and describe the music.	We will listen to <i>This little light of mine</i> by Sister Rosetta Tharpe and identify instruments and features of the gospel style. We will compare and contrast two versions of the song.	We will listen to the music in order to help us understand the way a violin works and how to play it.		We will listen to the music and discuss the style of music, where it comes from, and describe the character of the music. We will discuss the use of silence and silent beats to create syncopation.	We will listen and identify the character of the music and describe it using music vocabulary and compare different Beatles songs using terminology

MUSIC



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Optional Resources	Warm up – Baby 1,2,3	Singing Sherlock Book 2 – <i>My Dog (God) is a good dog</i> Sing up – Amen! Youtube – <i>Minnie The Moocher</i> from The Blues Brothers				
KEY VOCABULARY As year 3 as well as:	Percussion, improvise, compose, melody, perform, technique, pattern, clave, clef, crotchet, quavers, minim, paired quavers, allegro, adagio, legato, staccato, pentatonic scale, Percussion instruments, Violin, glockenspiel, xylophone, boomwhackers					

YEAR 5

Unit	Livin' on a Prayer Charanga	Cool4School Friends / Syncopate / Mariamma	Empress of the Pagodas Sing Up	Fresh Prince of Bel Air Charanga	WCET - CLARINET
PERFORMING	We will sing the song as well as warm up songs with increasing confidence and control. We will play tuned and untuned percussion in various parts and maintain individual parts.	We will learn different rhythms and play as a class using percussion. We will learn the importance of rests and the effect of them on rhythm. (rest game, warm up to syncopate) We will sing 'Friends' and learn the moves.	We will perform our Ternary form composition. We will sing a warm up in Ternary Form	We will sing in unison and sing backing vocals for the song. We will demonstrate a good singing posture and follow a leader when singing. We will experience rapping and solo singing and listen to each other and be aware of how our parts fit into the group. We will play tuned and untuned percussion correctly and know how our part fits in the group. We will use notation to read our part.	We will learn how to play a clarinet instrument and perform to an audience. We will learn how to breathe properly and sustain our breath for long phrases.

MUSIC



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
COMPOSING	We will improvise using the glockenspiels and create accompaniments to the song.	We will improvise rhythms using percussion and add accompaniments to the songs.	We will compose contrasting tunes and accompaniments using the pentatonic scale. We will structure ideas to create a piece in ternary form. We will use contrasting tempo and dynamics in composition. We will notate ideas to form a simple score to play from.	We will create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. We will record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).		
APPRAISING	We will listen to various different songs in a similar style and identify instruments and various dimensions of the music with correct terminology.	We will listen to the music and discuss terms such as syncopation, structure, notation and pattern. We will listen to songs and identify instruments.	We will listen to Ravel's Empress of Pagodas and identify and understand ternary form. We will compare this music to another romantic composer, Tchaikovsky's Chinese Dance from Nutcracker Suite and discuss our preferences.	We will explain the keynote or home note and the structure of the melody. We will listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. We will discuss and talk musically about it – "What went well?" and "It would have been even better if...?"	We will listen to the clarinet teacher and to the music and use our musical knowledge to help us to learn the instrument.	
Optional Resources	Grandma Rap					
KEY VOCABULARY As Year 4 as well as:	Percussion, improvise, compose, melody, perform, technique, pattern, clave, clef, crotchet, quavers, minim, paired quavers, allegro, adagio, legato, staccato, pentatonic scale , woodwind,					

MUSIC



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Unit	WCET BRASS		Touch The Sky Sing Up	Ukulele	Inside the Orchestra / DGAT cathedral concert	Production / Leavers Service
PERFORMING	We will have an introduction to how to learn to play a brass instrument. We will learn the correct techniques of various mouth techniques and breath control. We will read staff notation and play several pieces in time. We will perform to an audience of parents and teachers and show a good level of concentration, poise and focus.		We will perform the song Touch The Sky and other Scottish songs, such as Sky Boat song with harmony parts, confidently and accurately. We will perform some of our songs from memory. We will perform an accompaniment for Skye Boat Song. We will play instruments with increasing control, fluency, accuracy and expressions.	We learn to play the ukulele. We will sing and play in harmony and with accuracy of pitch. We will use singing and rhythm games to build control and expression and to complement our skills on the ukulele. We will use our ukuleles with call and response.	We will learn songs for the DGAT Cathedral songs and sing accurately, confidently and expressively.	We will prepare for the Yr 6 production and Leavers Service in the church and put into practice all the skills we have learned to deliver a brilliant production.
COMPOSING	N/A		We will create our own arrangement of Skye Boat Song. We will improvise rhythmic parts in ¾ time and compose using Pentatonic scales and a drone on instruments, using the Scottish themes.	We will improvise rhythmic pattern compositions, variety of musical devices, such as melody, rhythms and chords.		

MUSIC



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
APPRAISING	We will listen to the music in order to perform well. We will appraise our own performances for improvement.		We will listen to the songs and analyse features of Scottish folk music. We will describe the music in detail and compare and contrast the different types of music. We will discuss where the folk music comes from and its traditions and identity.	We will refine and improve our own compositions and evaluate how the venue, occasion and purpose affects the way it is created.	We will listen to various orchestral instruments and the family they belong to and learn how they produce their sound. We will look at well known pieces of music from composers and listen out for specific instruments.	We will listen to the music and to each other to ensure excellent musical performances. We will discuss ways to improve and how we can bring variety to our performances in terms of dynamics, tempo, timbre, structure and texture.
Optional Resources			Sing Up			
KEY VOCABULARY As Year 5 as well as:	Percussion, improvise, compose, melody, perform, technique, pattern, clave, clef, crotchet, quavers, minim, paired quavers, allegro, adagio, legato, staccato, pentatonic scale, major, minor, octave range, Brass, tuned percussion					

Impact on our children when leaving in Year 6:

- Our children will have a wealth of opportunities to experience and explore their musicality through performance both in school and out of it.
- Our children can recognise a range of musical instruments and identify the group they belong to.
- Our children can recognise music from a range of genre and talk about them using the correct terminology.
- Our children can improve their work through improvisation and appraisal.
- Our children can compose their own simple music using both traditional methods and IT.
- Our children are able to understand basic musical notation, graphic scores and contemporary chord sheets.

MUSIC

- Our children will experience collaborating with professional musicians in community-based projects.
- Our children will grow in confidence as individual musicians and will be encouraged to harbour a love of music.

