



MUSIC PROGRESSION GRID

Intent: At Parsloes Primary School we believe that a high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and in doing so increase their self-confidence, creativity and sense of achievement. The intention is that children gain a firm understanding of what music is through: listening, singing, playing, evaluating, analysing and composing across a diverse variety of historical periods, styles, traditions, and musical genres. It is important that the language acquired through lessons enables pupils to take part in discussions around a variety of music. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their new musical knowledge, skills and experiences to involve themselves in music, in a variety of different contexts.

LEARN:
L – language acquisition
E – empowering experiences
A – active and hands-on learning
R – relevant to our diverse community
N – new knowledge and skills

RUPA:
R – respectful
U – understanding
P – positive
A – aspirational

SMSC:
S – Spiritual
M – Moral
S – Social
C – Cultural

NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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sound music song rhyme sing loud quiet instruments drum maraca tambourine high low pulse beat	beat maraca drum tambourine rhythm pulse melody humming singing pitch call-and-response folk music nursery rhymes musician music instruments	pulse rhythm pitch rap improvise compose melody bass guitar drums perform singers keyboard percussion trumpet saxophones	keyboard drums bass electric guitar saxophone trumpet pulse rhythm pitch improvise compose question and answer melody dynamics tempo Reggae glockenspiel	structure introduction verse chorus improvise compose pulse rhythm pitch tempo dynamics synthesizer hook melody texture organ backing vocals riff pentatonic scale Disco	improvise compose appraising note values note names pulse rhythm solo ballad verse interlude strings piano synthesizer backing loops scratching unison melody pitch tempo dynamics timbre texture groove brass section	bridge backbeat amplifier chorus riff hook improvise compose appraising note values note names pulse rhythm solo ballad verse interlude strings melody pitch tempo dynamics timbre texture groove riff brass section harmony melody	style indicators melody compost improvise rhythm pitch tempo dynamics timbre texture structure dimensions of music producer melody riff solo ostinato phrases unison harmony groove Blues Jazz Motown Neo Soul
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KEY VOCABULARY

KEY KNOWLEDGE AND SKILLS

	NURSERY	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Listen and Appraise							
<p>Listen with increased attention to sounds</p> <p>Respond to what they have heard, expressing their thoughts and feelings</p>	<p>To know nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes</p> <p>Listen attentively to and talk about music, expressing their feelings and responses</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>To learn songs off my heart.</p> <p>To understand what a song is about.</p> <p>To know and recognise the sound and names of some of the instruments they use</p> <p>To learn how they can enjoy moving to music</p>	<p>To know some songs have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p> <p>To learn how songs can tell a story or describe an idea.</p>	<p>To confidently identify and move to the pulse.</p> <p>To take it in turn to discuss how the song makes them feel.</p> <p>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>To be able to talk about a song's lyrics: what the song is about</p> <p>To be able to talk about any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song</p>	<p>To talk about the musical dimensions working together in the Unit songs e.g. if the song gets louder in the chorus (dynamics).</p> <p>To talk using musical words.</p>	<p>To think about the message of songs.</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>To know the historical context of the songs. What else was going on at this time?</p> <p>To identify and move to the pulse with ease.</p>	<p>Talk about the music and how it makes you feel, using musical language to describe the music.</p> <p>To know songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To know and talk about that fact that we each have a musical identity</p>	
	Games							
<p>Play sound matching games</p> <p>Clap or tap to the pulse of songs or music</p>	<p>To know that we can move with the pulse of the music</p> <p>To know that the words of songs can</p>	<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our</p>	<p>Rhythms are different from the steady pulse.</p> <p>We add high and low sounds, pitch, when we sing and</p>	<p>Know how to find and demonstrate the pulse.</p> <p>Know the difference between pulse and rhythm.</p>	<p>Know how pulse, rhythm and pitch work together</p> <p>Musical Leadership: creating musical ideas for the group</p>	<p>Learn how to keep the internal pulse</p>	<p>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</p>	

	<p>tell stories and paint pictures</p> <p>Play pitch matching games</p>	<p>names, favourite food, colours and animals.</p>	<p>play our instruments</p>	<p>Know how pulse, rhythm and pitch work together to create a song.</p> <p>Know that every piece of music has a pulse/steady beat.</p> <p>Know the difference between a musical question and an answer.</p>	<p>to copy or respond to</p>		
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Singing

<p>Play, share and sing songs from different cultures</p> <p>Remember and sing entire songs</p> <p>Sing the pitch of a tone sung by another person (pitch match)</p>	<p>Sing nursery rhymes and simple songs from memory</p> <p>Understand that songs have sections.</p> <p>Sing along with a pre-recorded song and add actions</p> <p>Sing along with the backing track</p> <p>Increasingly match the pitch and follow the melody</p>	<p>Learn about voices, singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader</p> <p>Sing songs from memory in unison</p>	<p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p> <p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To have an awareness of the pulse internally when singing.</p> <p>To know that singing in a group can be called a choir and a conductor may lead this</p> <p>Know that songs can make you feel different things e.g. happy, energetic or sad</p>	<p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p> <p>Songs can make you feel different things e.g. happy, energetic or sad</p> <p>Texture: How a solo singer makes a thinner texture than a large group</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To choose a song and be able to talk about its main features</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p>
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Playing

<p>Explore a wide range of instruments</p> <p>Play some instruments with increasing control</p>	<p>Listen to and follow musical instructions from a leader</p> <p>Play instruments with increasing control, choosing what type of sound to make</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader</p> <p>Learn the names of the instruments they are playing</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p> <p>Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).</p> <p>Play the part in time with the steady pulse.</p>	<p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To be able to talk about a glockenspiel</p>	<p>To listen to and follow musical instructions from a leader.</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song.</p> <p>To be able to talk about other instruments they might play or be played in a band or orchestra or by their friends.</p>	<p>Play a musical instrument with the correct technique.</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part</p> <p>To rehearse and perform their part within the context of a song.</p> <p>To lead a rehearsal session.</p> <p>To know different ways of writing music down – e.g. staff notation, symbols</p> <p>To know the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>To know that the instruments they might play or be played in a band or orchestra or by their friends</p>	<p>Select and learn an instrumental part that matches their musical challenge, the melody of the song from memory or using notation.</p>
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Improvisation

<p>Create their own songs or improvise a song around one they know</p>	<p>Explore and engage in music making, either solo or in groups</p> <p>Encourage children to create their own music</p> <p>Understand that everyone can create music</p>	<p>Know that when someone improvises, they make up their own tune that has never been heard before.</p> <p>To start to be able to improvise.</p>	<p>Understanding that improvising is not written down and belongs to them.</p> <p>Understand that everyone can improvise, and you can use one or two notes</p>	<p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using notes you are given, you cannot make a mistake</p>	<p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p>	<p>To know three well-known improvising musicians</p>	<p>To know that you can use some of the riffs and licks you have learnt in your improvisations</p>
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Composition

<p>Play instruments to express their feelings and ideas</p>	<p>Encourage children to create their own music</p> <p>Understand that everyone can create music</p>	<p>To understand that composing is like writing a story with music.</p> <p>To create a simple melody using one, two or three notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>	<p>Plan and create a section of music that can be performed within the context of the Unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>To know there are different ways to record compositions (letter names, symbols, audio, pictorial notation etc.)</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol</p>	<p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>	<p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol</p>
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Performance

Perform nursery rhymes by singing and adding actions or dance

Understand that a performance is sharing music

Perform nursery rhymes by adding a simple instrumental part

To understand that a performance is sharing music with other people, called an audience.

To choose a song to perform to others.

To add their own ideas to the performance

To say how they were feeling about it performing.

To add their own ideas to a performance.

To choose what to perform and create a programme.

To communicate the meaning of the words and clearly articulate them.

To talk about the best place to be when performing and how to stand or sit.

To record the performance and say how they were feeling, what they were pleased with what they would change and why.

To understand that a performance involves communicating feelings, thoughts and ideas about the song/music

Present a musical performance designed to capture the audience.

To understand that performing is sharing music with other people - an audience

To know a performance is planned and different for each occasion

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...?”

Everything that will be performed must be planned and learned

You must sing or rap the words clearly and play with confidence

Communicate the meaning of the words and clearly articulate them

Record a 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...?”

ASSESSMENT

KEY ENQUIRY BIG QUESTIONS

	<u>Nursery</u>	<u>Reception</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
	<p>Expressive Arts and Design How do we sing Nursery Rhymes?</p> <p>How can I sing to an audience?</p> <p>How can we create our own music?</p> <p>How can we sing traditional songs together?</p>	<p>Charanga How can I sing action songs?</p> <p>How can I sing to an audience?</p> <p>How can I find the pulse?</p> <p>What is music like around the world?</p>	<p>Charanga How do pulse, rhythm and pitch work together?</p> <p>How are pulse, rhythm and pitch used in different styles of music?</p> <p>How can we use our imagination to create music?</p> <p>How has music changed over time?</p>	<p>Charanga How can we create South African music?</p> <p>How can we work together to compose rock music?</p> <p>How can we use pulse and rhythm to follow a beat?</p>	<p>Charanga How can we develop our playing skills?</p> <p>How can we appraise Reggae music?</p> <p>How is music different around the world?</p> <p>How can we develop our singing?</p> <p>How can we use the language of music?</p>	<p>Charanga What are the features of pop music?</p> <p>How can we develop our glockenspiel skills?</p> <p>How can we write lyrics linked to a theme?</p> <p>How can we work together to compose in the soul / gospel genre?</p> <p>How is music linked to social change?</p>	<p>Charanga How can we improvise jazz music?</p> <p>How can we create an ensemble piece?</p> <p>How can we appraise classical music?</p>	<p>Charanga How can we play with pulse and rhythm in pop songs?</p> <p>How can we develop our singing skills with a focus on a particular artist?</p> <p>What inspirational women are working in music?</p>