

Music Progression

Callowell Primary School





Music Progression Y1 – Y6

**Our vision is to nurture, support and inspire all our children
so that they can thrive in every way.**

Me



My World



My Future





Music Progression

Y1 – Y6

Music Overview Cycle A

KS1	Pulse, Rhythm and Pitch	Exploring Sounds	Exploring Improvisation
LKS2	Writing Music Down	Compose With Your Friends	Opening Night
UKS2	Sing and Play in Different Styles	Composing and Chords	Improvising with Confidence

Music Overview Cycle B

KS1	My Musical Heartbeat	Inventing a Musical Story	Let's Perform Together!
LKS2	Musical Structures	Compose Using Your Imagination	The Show Must Go On!
UKS2	Melody and Harmony in Music	Musical Styles Connect Us	Battle of the Bands!



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Our Music Curriculum

Our curriculum is designed around our school community and based on the aims and principles of the National Curriculum. We ensure that Music is designed to inspire creativity, self-expression and encourage our children on their musical journeys, igniting a passion for music.

Our aims are to ensure all our pupils:

- 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.



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KS1	Objectives		
	Listen and Respond	<u>Knowledge:</u> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	<u>Skills:</u> To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea
	Explore and Create	<u>Knowledge:</u> 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. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments	<u>Skills:</u> To learn how they can make music Learn how to make different sounds that follow a pulse
	Singing	<u>Knowledge:</u> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices	<u>Skills:</u> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader
	Share and perform	<u>Knowledge:</u> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of untuned instruments they are playing. Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary. Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it. Composing is like writing a story with music Everyone can compose	<u>Skills:</u> Treat instruments carefully and with respect. 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). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.



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LKS2		Objectives	
	Listen and Respond	<u>Knowledge:</u> To know five songs from memory and who sang them or wrote them To know the style of the five songs. To choose one song and be able to talk about: -Its lyrics: what the song is about -Any musical dimensions featured in the song, and where they are used (texture dynamics, tempo, rhythm and pitch) -Identify the main sections of the song (introduction, verse, chorus etc.) -Name some of the instruments they heard in the song	<u>Skills:</u> To confidently identify and move to the pulse To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.
	Games	<u>Knowledge:</u> Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer Musical Leadership: creating musical ideas for the group to copy or respond to	<u>Skills:</u> Know and be able to talk about: How pulse, rhythm and pitch work together Pulse: Finding the pulse – the heartbeat of the music Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm Pitch: High and low sounds that create melodies Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using two notes: 1. Find the Pulse 2. Rhythm 3. Pitch 4. Pitch Copy Back and Vocal Warm-ups
	Singing	<u>Knowledge:</u> To know and be able to talk about: Singing in a group can be called a choir Leader or conductor: A person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other To know why you must warm up your voice.	<u>Skills:</u> To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.
	Playing	<u>Knowledge:</u> To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)	<u>Skills:</u> To treat instruments carefully and with respect. Play any one, or all 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.



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		Other instruments they might play or be played in a band or orchestra or by the friends	To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song
	Share and perform	Knowledge: know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them 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 know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording compositions (letter names, symbols, audio etc.) To know and be able to talk about: Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed You must sing or rap the words clearly and play with confidence A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion	Skills: Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). To choose what to perform and create a programme. Present a musical performance designed to capture the audience. 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.



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UKS2		Objectives	
	Listen and appraise	<u>Knowledge:</u> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about: Some of the style indicators of the songs (musical characteristics that give the songs their style) The lyrics: what the songs are about Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) Identify the main sections of the songs (intro, verse, chorus etc.) Name some of the instruments they heard in the songs The historical context of the songs. What else was going on at this time?	<u>Skills:</u> • To identify and move to the pulse with ease. • To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music
	Games	<u>Knowledge:</u> • Know and be able to talk about: • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song • How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to	<u>Skills:</u> • Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete the following in relation to the main song, using three notes: • Bronze Challenge -Find the pulse -Copy back rhythms based on the words of the main song, that include syncopation/off beat -Copy back one-note riffs using simple and syncopated rhythm patterns • Silver Challenge -Find the pulse -Lead the class by inventing rhythms for others to copy back -Copy back two-note riffs by ear and with notation -Question and answer using two different notes • Gold Challenge -Find the pulse -Lead the class by inventing rhythms for them to copy back -Copy back three-note riffs by ear and with notation -Question and answer using three different notes



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	Singing	<u>Knowledge:</u> - To know and confidently 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: - o Its main features - o Singing in unison, the solo, lead vocal, backing vocals or rapping - To know what the song is about and the meaning of the lyrics - To know and explain the importance of warming up your voice	<u>Skills:</u> - To sing in unison and to sing backing vocals. - To demonstrate a good singing posture. - To follow a leader when singing. - To experience rapping and solo singing. - To listen to each other and be aware of how you fit into the group. - To sing with awareness of being 'in tune'.
	Playing	<u>Knowledge:</u> - To know and be able to talk about - Different ways of writing music down – e.g. staff notation, symbols - The notes C, D, E, F, G, A, B + C on the treble stave - The instruments they might play or be played in a band or orchestra or by their friends	<u>Skills:</u> - Play a musical instrument with the correct technique within the context of the Unit song. - Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. - To rehearse and perform their part within the context of the Unit song. - To listen to and follow musical instructions from a leader. - To lead a rehearsal session.
	Improvisation	<u>Knowledge:</u> - To know and be able to talk about improvisation: - Improvisation is making up your own tunes on the spot - When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - 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 know that you can use some of the riffs you have heard in the Challenges in your improvisations - To know three well-known improvising musicians It is planned and different for each occasion - It involves communicating feelings, thoughts and ideas about the song/music	<u>Skills:</u> - Improvise using instruments in the context of a song to be performed. Use the improvisation track provided and improvise using the Bronze, Silver or Gold Challenges. 1. Play and Copy Back Bronze – Copy back using instruments. Use one note. o Silver – Copy back using instruments. Use the two notes. o Gold – Copy back using instruments. Use the three notes 2. Play and Improvise You will be using up to three notes: o Bronze – Question and Answer using instruments. Use one note in your answer. o Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. o Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: o Bronze – Improvise using one note. o Silver – Improvise using two notes. o Gold – Improvise using three notes.



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	Composition	<u>Knowledge:</u> - To know and be able to talk about: - A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. - A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol	<u>Skills:</u> - Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. - Explain the keynote or home note and the structure of the melody. - Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).
	Performance	<u>Knowledge:</u> - To know and be able to talk about: - Performing is sharing music with other people, an audience - A performance doesn't have to be a drama! It can be to one person or to each other - Everything that will be performed must be planned and learned - You must sing or rap the words clearly and play with confidence - A performance can be a special occasion and involve an audience including of people you don't know - It is planned and different for each occasion A performance involves communicating ideas, thoughts and feelings about the song/music	<u>Skills:</u> - To choose what to perform and create a programme. - To communicate the meaning of the words and clearly articulate them. - 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...?"