

West Green Primary School Music Progression

The national curriculum for music aims to ensure that all 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.

Year Group	National Curriculum	Progression Guidance	Learning Activities
Year 1	<ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Use percussion instruments, xylophones and glockenspiels or other tuned instruments to play and create simple pieces. Use a limited range of notes, eg: CFGC (imagining, planning, perseverance)</p> <p>Sing songs in assembly and class showing some understanding of the melody (working together)</p> <p>Clap and follow rhythms</p> <p>Develop the use of voice in different contexts such as reading out loud, in phonics and class assemblies (English/drama link, making links)</p> <p>Listen to short pieces of music and contribute to discussion (noticing, questioning, focussing)</p> <p>Specific musicians/composers:</p>	<p>Play rhythm and copying games</p> <p>Follow a beat on the drum Listen to some examples of medieval sounds, instruments and songs.</p> <p>Use a range of percussion instruments and environmental materials, body and voices to plan, create and perform a composition to accompany their poetry writing (Frozen landscapes)</p> <p>Explore the melody and beat of Australian Sea Shanties and perform in a round. Class composition of their own Shantie.</p> <p>Listen to different music and musicians from around the world.</p>
		Year 2	<p>Use percussion instruments, xylophones and glockenspiels or other tuned instruments to play and create simple pieces with an increasing sense of timing. Use a limited range of notes, eg: CFGC</p>

		<p>(imagining, planning, perseverance)</p> <p>Sing songs in assembly and class showing some understanding of the melody, changing pitch (working together)</p> <p>Clap and follow rhythms with increasing control</p> <p>Develop the use of voice in different contexts such as reading out loud and class assemblies (English/drama link, making links)</p> <p>Listen to short pieces of music and contribute to discussion Identify changes in pitch and tempo (noticing, questioning, focussing)</p> <p>Specific musicians/composers: Michala Petri, Frans Brüggen, Evelyn Glennie</p>	<p>Using percussion instruments to create a woodland scene. Creating a beat and counting to keep in time. Layering different instruments with different rhythms over the top. Following a conductor.</p> <p>Listen to different instrumentals and identify the instrument which they can hear. What type of instrument is it? What's their opinion? Identify changes in pitch and tempo.</p> <p>Mr T to visit and show how his hearing aids can work.</p> <p>Peter and the wolf, young person's guide to the orchestra – Disney video version</p> <p>Learning to play the recorder – following notation, playing in unison, creating their own pieces of music, performing as a group</p>
<p>Year 3</p>	<ul style="list-style-type: none"> ▪ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ▪ improvise and compose music for a range of purposes using the inter-related dimensions of music ▪ listen with attention to detail and recall sounds with increasing aural memory ▪ use and understand staff and other musical notations ▪ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ▪ develop an understanding of the history of music. 	<p>Use the cornet to play and create simple pieces with an increasing sense of timing. Use a limited range of notes. (imagining, planning, perseverance)</p> <p>Sing songs in assembly and class showing some understanding of the melody, changing pitch of the voice (working together)</p> <p>Clap and follow rhythms with increasing control</p> <p>Listen to short pieces of music and contribute to discussion Identify changes in pitch and tempo (noticing, questioning, focussing)</p> <p>Specific musicians/composers:</p> <p>Beethoven Abba</p>	<p>Whole class cornet lessons</p> <p>Ancient Egyptians song to perform in assembly</p> <p>music composition junk band –recycling Stones and bones listen to and respond to Ancient Egyptian/ African music cornet lessons</p>

<p>Year 4</p>		<p>Use percussion instruments, xylophones and glockenspiels or other tuned instruments to play and create pieces of music for different purposes. Play in groups and solo.</p> <p>Use the pentatonic scale.</p> <p>Create visual scores using non-standard notation. (imagining, planning, perseverance)</p> <p>Sing songs in assembly and class showing understanding of the melody, changing pitch of the voice more accurately (working together)</p> <p>Clap and follow rhythms with good control</p> <p>Listen to pieces of music and contribute to discussion (noticing, questioning, focussing)</p> <p>Understand change in pitch, volume and tempo.</p> <p>Specific musicians/composers:</p> <p>Michael Nyman</p>	<p>Create an ostinato on xylophones and glockenspiels- (pentatonic scale)</p> <p>Create an ostinato using body percussion. Note using own notations.</p> <p>Listen to examples of instruments played on the pentatonic scale.</p> <p>Create soundtrack for a rainforest scene- record using own notations/jottings</p> <p>Assembly songs, singing songs in Spanish and maths</p> <p>Link with ostinato work (loop peddles)</p> <p>Listen to 'Rainforest' classical music- what image does this create? How has this image changed as the piece of music progressed?</p> <p>Pitch links to science unit of work on sound. Investigate how to change pitch using a rubber band and make a musical instrument that has different pitches.</p>
<p>Year 5</p>		<p>Use the cornet play and create simple pieces with an increasing sense of fluency and expression. Use changes in tempo and pitch to show control of the instrument. Understand basic staff notation. (imagining, planning, perseverance)</p> <p>Sing songs in assembly and class showing understanding of the melody, changing pitch of the voice with accuracy (working together)</p> <p>Clap and follow rhythms with good control</p> <p>Listen to longer pieces of music and contribute to discussion (noticing, questioning, focussing)</p>	<p>Whole class cornet lessons</p> <p>Sing songs in assembly Create and perform their own rap songs Create their own sound effects for drama performances</p>

		<p>Understand change in pitch, volume and tempo. Understand the timbre of different instruments.</p> <p>Specific musicians/composers:</p>	
<p>Year 6</p>		<p>Demonstrate mastery of previous areas of learning in music.</p> <p>Perform pieces of music musical theatre in the end of year production. Sing songs in assembly and class showing understanding of the melody, changing pitch of the voice with accuracy (working together)</p> <p>Identify how music has changed over the centuries (history, making links)</p> <p>Explore the structure of different kinds of music.</p>	<p>Marching Songs in World War 1 – Practice in Class, link with WW1 history.</p> <hr/> <p>Singing Songs in assembly</p> <p>End of Year performance – to the whole school – practice, melody, potential for Solos.</p> <p>Singing progression over the year, working towards songs for final performance – Start with basic sentences to chant, develop over the year and get more difficult with greater variation.</p>