



Ettington Primary School Progression Document

Music



INTENT

The teaching of Music at Ettington CE Primary School aims to follow that specified by the National Curriculum - to provide a broad, balanced and differentiated curriculum and ensure the development of musical concepts, knowledge and skills. As pupils progress, they will develop their engagement with music, composing, improvising and listening with greater critique. At Ettington CE Primary, music should play an important role in helping children to feel part of the school and therefore we aim to provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience whether that be to class peers, assemblies, concerts or productions. Through assemblies and performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum	<p>Pupils should be taught to:</p> <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>Pupils should be taught to:</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</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>At Ettington CE Primary School, we use the Charanga Scheme of Work We have progression documents for: · Knowledge · Musical elements · Musical styles · Musical progression guide</p>					

Reception EAD (Creating with materials and Being Imaginative) Progression in Learning – small steps to Key Stage 1			
Autumn Term	Spring Term	Summer Term	Key vocabulary
Me My Stories Explore playing tuned and untuned instrument in different ways.	Everyone Our World	Big Bear Funk Reflect, Rewind and Replay Use my experiences to select an instrument for a purpose	Sing, song, rhyme, compose, instrument names, pattern, compose, sound, music, listen, perform
Use body percussion/instruments to create my own repeating sound patterns.	Use body percussion/instruments to compose my own music, making changes.	Compose my own music, selecting sounds for a purpose.	Values Resilience Individual Liberty Mutual Respect Tolerance Democracy
Use music and sounds to express real and imagined experiences, ideas and feelings			
Sing new songs and rhymes linked to our learning theme from memory.			
Compose my own songs to sing, adapting and making changes to them.			
Match the pitch and follow the melody of a song, when I sing.			
Name a range of percussion instruments.			
Listen carefully to music, talking about how the music makes me feel.	Listen carefully to music and talk about it imaginatively e.g. makes me think of...	Listen carefully to music and express an opinion about it.	
Sing and perform music individually and as a group.			

	Autumn Term	Spring Term	Summer Term
Year 1	Hey You! Rhythm in The Way We Walk and The Banana Rap (plus Christmas Production songs)	In the Groove Round and Round	Your Imagination Reflect, Rewind & Replay
Year 2	Hands, Feet, Heart	I Wanna Play in a Band	Friendship Song

	Christmas Production songs	Zootime	Reflect, Rewind & Replay
Year 3	Let Your Spirit Fly Glockenspiel Stage 1 (plus Christmas Carol concert songs)	Three Little Birds The Dragon Song	Bringing us Together Reflect, Rewind & Replay
Year 4	Mamma Mia Glockenspiel Stage 2 (plus Christmas Carol concert songs)	Glockenspiel stage 1 (completed) Stop	Lean on Me Blackbird
Year 5	Livin' On A Prayer Classroom Jazz 1 (plus Christmas Carol concert songs) <i>*Every 2 years yr. 5/6 attend Young voices so entire Autumn term dedicated to learning songs for concert *</i>	Make You Feel My Love The Fresh Prince of Bel Air and Percussion writer unit	Dancing in The Street Reflect, Rewind & Replay
Year 6	Happy Classroom Jazz 2 (plus Christmas Carol concert songs) <i>*Every 2 years yr. 5/6 attend Young voices so entire Autumn term dedicated to learning songs for concert *</i>	Classroom Jazz 2 (completed) Song writing and video unit - Plastic	Ten Pieces – John Adams 'Short Ride in a Fast Machine' Reflect, Rewind & Replay – from whole of scheme

<p>Knowledge - A musician at the end of Year 1 will be able:</p> <ul style="list-style-type: none"> ● 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 that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite 	<p>Skills - A musician at the end of Year 1 will be able to:</p> <ul style="list-style-type: none"> ● know how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● Sing notes of different pitches (high and low) and make different types of sounds with their voices e.g. rap or say words in rhythm. ● They will be able to start and stop singing when following a leader. ● They will treat instruments carefully and with respect and play a tuned instrumental part with the song they perform.
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<p>food, colours and animals.</p> <ul style="list-style-type: none"> ● Learn the names of the notes in their instrumental part from memory or when written down. ● Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> ● They will play an instrumental part that matches their musical challenge, using one of the differentiated parts. ● They will listen to and follow musical instructions from a leader. ● They will practise and refine their songs to create a group performance and will be able to say how they feel about it. ● They will be able to listen to a piece of music and say whether they like it or not and a reason why.
<p>Links to values and aims</p>	<p>Curiosity, Collaboration, Communication and Perseverance</p> <p>Mutual respect - working together</p> <p>Tolerance - listening and respecting opinions of others</p> <p>Kindness and respect - Treat instruments carefully so everyone gets to use and experience them and so that they remain in good condition.</p> <p>Perseverance in continuing if the melody does not come out as well as they first want it to.</p>

<p>Knowledge - A musician at the end of Year 2 will be able:</p> <ul style="list-style-type: none"> ● To know five songs off by heart. ● To know some songs, have a chorus or a response/answer part. ● To know that songs have a musical style. ● 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. ● To know that unison is everyone singing at the same time. ● Songs include other ways of using the voice e.g. rapping (spoken word). 	<p>Skills - A musician at the end of Year 2 will be able to:</p> <ul style="list-style-type: none"> ● Find a pulse, listen to a rhythm and clap it back. ● Create rhythms for others to copy. Use own voices to copy back 'la' and use different vocal warm-ups. ● Make different types of sound with their voices and learn to start and stop singing when following a leader. ● Play a tuned instrument with differentiated parts and play in time with a steady pulse. ● Use voices and instruments to clap back a part and improvise making up their own. ● Create three simple melodies using 1, 3 or 5 different notes.
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<ul style="list-style-type: none"> ● Learn the names of the notes in their instrumental part from memory or when written down. ● Know the names of untuned percussion instruments played in class. ● Improvisation is making up your own tunes on the spot. ● A performance is sharing music with an audience 	<ul style="list-style-type: none"> ● Perform a learnt song, adapting it and say how they feel about it.
<p>Links to values and aims</p>	<p>Curiosity, Collaboration, Communication and Perseverance Kindness and respect - Treat instruments carefully so everyone gets to use and experience them and so that they remain in good condition. Perseverance in continuing if the melody does not come out as well as they first want it to. Mutual respect for the rest of group when saying what they like about a composition.</p>

<p>Knowledge - A musician at the end of Year 3 will be able:</p> <ul style="list-style-type: none"> ● 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, musical dimensions (e.g. dynamics, tempo, rhythm and pitch), some of the instruments used and begin to identify the main sections of the song (introduction, verse, chorus etc.) ● Know the difference between pulse and rhythm. ● Know that every piece of music has a pulse/steady beat. ● Know the difference between a musical question and an answer. ● Know that singing in a group can be called a choir, what a leader and conductor is and that music can make you feel different things. ● 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. ● Different ways of recording compositions (letter names, symbols, audio etc.) 	<p>Skills - A musician at the end of Year 3 will be able to:</p> <ul style="list-style-type: none"> ● Take turns to discuss how music makes them feel and listen respectfully to others ideas. ● Copy back pulse and rhythm with or without notation. ● Demonstrate a good singing posture and sing with awareness of being in tune and an internal pulse. ● Play differentiated parts on a tuned instrument and perform their part within the context of a song. ● Improvise with up to three different notes. ● Talk about how a piece of music will be created and make musical decisions about pulse, rhythm, pitch dynamics and tempo. ● Explain what they liked in their performance and what they would change.
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<ul style="list-style-type: none"> ● A performance can be planned and involves communicating feelings, thoughts and ideas about the song/music 	
<p>Links to values and aims</p>	<p>Curiosity, Collaboration, Communication and Perseverance Respect and tolerance of the ideas of others. Kindness and respect when saying what they like /dislike about a performance. Perseverance when playing the different notes. Tolerance - listening and respecting opinions of others</p>

<p>Knowledge - A musician at the end of Year 4 will be able:</p> <ul style="list-style-type: none"> ● To know five songs from memory and who sang them or wrote them. ● To know the style of the five songs. <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> ● Some of the style indicators of that song (musical characteristics that give the song its style). And the 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 several of the instruments they heard in the song. <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends. ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know what a riff is and that you can use these in improvisations. ● Different ways of recording compositions (letter names, symbols, audio etc.) ● A performance can be a special occasion and involve an audience including of people you don't know. 	<p>Skills - A musician at the end of Year 4 will be able to:</p> <ul style="list-style-type: none"> ● Discuss a song using musical words and talk about the musical dimensions working together. ● Listen and copy back a pulse rhythm. ● Sing with a group, listen to the group and rejoin the song if lost. ● Listen and follow musical instructions from a leader and experience leading the playing by making sure everyone plays a part. ● Improvise with a variety of different notes and instruments. ● When composing, listen to and reflect upon the developing composition and make musical decisions about pulse, pitch, dynamics and tempo. ● Perform whilst trying to capture the audience and then review what went well and what they would improve.
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● It is planned and different for each occasion.	
Links to values and aims	Curiosity, Collaboration, Communication and Perseverance Perseverance in accepting their part as everyone is contributing. Respect that all parts are important. Tolerance when listening to the opinions of others.

<p>Knowledge - A musician at the end of Year 5 will be able:</p> <ul style="list-style-type: none"> ● To know five songs from memory and who sang them or wrote them. ● To know the style of the five songs. ● To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song. ● The historical context of the songs. What else was going on at this time? ● Musical Leadership: creating musical ideas for the group to copy or respond to. ● To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● 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 ● To know and use riffs they have heard in the challenges in their improvisations. ● 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. ● A performance is planned and different for each occasion. ● It involves communicating feelings, thoughts and ideas about the ● song/music. 	<p>Skills - A musician at the end of Year 5 will be able to:</p> <ul style="list-style-type: none"> ● Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. ● Copy back three-note riffs by ear (and with notation). Question and answer using three different notes. ● To listen to each other and be aware of how they fit into the group. ● To sing with awareness of being 'in tune'. ● Play a musical instrument with the correct technique. ● Participate in a rehearsal lesson within a group (and/or lead a session) ● Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B. ● 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. ● To record a performance and compare it to a previous performance.
Links to values and aims	Curiosity, Collaboration, Communication and Perseverance Respect, kindness and tolerance when listening to the opinions and the musicians when critiquing what they like / dislike.

	Perseverance and tolerance when rehearsing and being patient with each other.
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<p>Knowledge - A musician at the end of Year 6 will be able:</p> <ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs in those styles. • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) • To recognise the historical context of the songs - what else was going on at this time, musically and historically? • Know and talk about the fact that we each have a musical identity. • To choose a song and be able to talk about: main features, 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. • To recognise the notes C, D, E, F, G, A, B + C on the treble stave. • To know that you can use some of the riffs and licks you have learnt in the challenges in your improvisations and to know three well-known improvising musicians. • A performance is planned and different for each occasion. • A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> • A musician at the end of Year 6 will be able 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. • Copy back one and three -note riffs using simple and syncopated rhythm patterns. • Play a musical instrument with the correct technique within the context of the song. • Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Create a group/ class composition and perform as a group/class • Communicate the meaning of the words and clearly articulate them. • 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...?”
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<p>Links to values and aims</p>	<p>Curiosity, Collaboration, Communication and Perseverance Respect, kindness and tolerance when listening to the opinions and the musicians when critiquing what they like / dislike. Perseverance and tolerance when rehearsing and being patient with each other.</p>
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