

MUSIC PROGRESSION

National Curriculum - 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. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. 2014

Queens Drive Music Vision - To inspire children to develop a love of music and enable them to develop their talent through a range of musical experiences.

Knowledge and Skills document taken from Charanga

Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. Listening and Appraising
2. Musical Activities
 - a. Warm-up Games
 - b. Optional Flexible Games
 - c. Singing

- d. Playing instruments
 - e. Improvisation
 - f. Composition
3. Performing

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

	EYFS	Year One	Year Two
Listen and respond/appraise	<p><u>Knowledge</u> To know twenty nursery rhymes off by heart To know the stories of some of the nursery rhymes</p> <p><u>Skills</u> To learn music can touch your feelings and how to express them. To enjoy moving to the music by dancing, marching, being animals or pop stars.</p>	<p><u>Knowledge</u> Know 5 songs off by heart To understand what the songs are about To know and recognise the sound and names of some of the instruments Autumn Term</p> <p>Recognise and respond through movement /dance/feelings to the different musical characteristics and moods of music - Spring Term</p>	<p><u>Knowledge</u> To know some songs, have a chorus or response/answer part To know that songs have a musical style</p> <p><u>Skills</u> To learn how songs can tell a story or describe an idea Convey the mood or meaning of the song - Spring term</p>

	Discuss changes and patterns as the Music develops.		Listen to, review and evaluate music across a range of styles.
Musical Activities	<p><u>Explore and create</u></p> <p><u>Knowledge</u> To know that we can move with the pulse of music Combines movement to Music To know that words of songs can tell stories and paint pictures (from different countries).</p>	<p><u>Games</u></p> <p><u>Knowledge</u> To know that music has a steady pulse, like a heartbeat GD to find the pulse to any Music To know that we can create rhythms from words, our names, favourite food, colours and animals.</p>	<p><u>Games</u></p> <p><u>knowledge</u> Rhythms are different from the steady pulse We add high or low sounds when we sing and play our instruments</p>
Singing	<p><u>Knowledge</u> To sing or rap nursery rhymes and simple songs from memory, Songs have sections.</p> <p><u>Skills</u> Sings songs in head To sing along with pre-recorded song and add actions. To sing along with a backing track. Find their singing voice and begin to develop a sense of pitch over a</p>	<p><u>Knowledge</u> To confidently sing or rap five songs from memory and sing them in unison</p> <p><u>Skills</u> Learn about voices, singing notes of different pitches (high and low) Learn they can make different sounds with their voices Learn to start and stop singing following a leader</p>	<p><u>Knowledge</u> To know that unison is everyone singing at the same time. Songs include other ways of using our voice eg rapping. To know why we need to warm up our voices.</p> <p><u>Skills</u> Learn a comfortable singing position Echo short sung melodic phrases - Autumn Term</p>

	<p>small range of notes Autumn Term</p> <p>Sing in a group or on their own, increasingly/decreasing/matching the pitch and following the melody Spring Term</p> <p>ELG - Sing a range of well-known songs/nursery rhymes</p>	<p>Sing songs showing some control.</p>	<p>Sing with a sense of control of dynamics [volume] and tempo [speed] expressively and creatively -Summer Term</p>
<p>Playing</p>	<p><u>Knowledge</u></p> <p>Adults to model the names of musical instrument they are playing</p> <p>Begin to develop a sense of beat, using instruments or body sounds Autumn/Spring Term</p> <p>Play along to music showing a developing awareness of the beat Summer Term</p>	<p><u>Knowledge - Autumn Term</u></p> <p>Learn the names of the notes in their instrumental part from memory or when written down</p> <p>Learn the name of the instruments they are playing</p> <p><u>Skills</u></p> <p>Treat instruments carefully and with respect</p> <p>Play along to a steady beat. Listen to and follow musical instructions from a leader - Autumn Term</p> <p>Play a single pitched note to accompany a song (drone) - Spring Term</p>	<p><u>Knowledge</u></p> <p>Know the names of untuned percussion instruments played in class</p> <p><u>Skills</u></p> <p>Play instruments with control e.g. maintaining a steady beat, getting faster/louder - Autumn Term</p> <p>Learn to play a tuned instrument (ukulele) with a song they perform - all year.</p> <p>Play instruments with control e.g. maintaining a steady beat, getting faster/louder.</p>

		Play a tuned instrument (ocarina) with the song they perform - all year	
Improvisation	<p><u>Knowledge</u> Explore and engage in music making.</p>	<p><u>Knowledge</u> Understanding what Improvisation means.</p>	<p><u>Knowledge</u> Everyone can improvise and you can use one or two notes.</p>
Composition	<p><u>Knowledge</u> Create a sequence of different sounds in response to a given stimuli - Summer Term</p>	<p><u>Knowledge</u> Understanding what composition means. <u>Skills -Summer term</u> Learn the notes can be written down and changed. Sequence symbols to create a score.</p>	<p><u>Skills -Spring term</u> Create, select and combine sounds to create a score.</p>
Share and Perform	<p><u>Knowledge</u> A performance is sharing music <u>Skills</u> Perform solo or in groups any of the nursery rhymes by singing and adding actions or dance. Perform many nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.</p> <p>ELG - Perform songs and rhymes with others and when</p>	<p><u>Knowledge</u> A performance is sharing people with other people called an audience Choose a song they have learnt perform and add ideas to their performance, Record their performance and discuss how they feel about it.</p> <p>Perform as a group or as an individual.</p>	<p><u>Knowledge</u> A performance can be a special occasion involving whole school, parents and friends. Choose a song they have learnt perform and add ideas to their performance, Record their performance and discuss how they feel about it.</p> <p>Perform a sequence of sounds using a graphic score - Spring Term</p>

Charanga progression of skills 2020-2021

	appropriate try to move in time.		Confidently perform to a group or individual -Summer term
Vocabulary - end of KS1 language (drip fed each year) Using different musical elements-dynamics (loud/quiet), Tempo (speed) duration (long/short), pitch (high/low), timbre, texture, structure and appropriate musical notations	Pitch (high/low) Pulse	Structure Tempo - speed Dynamics - loud/quiet	Texture Duration - long/short Timbre Notation

NB - Highlighted statements have been identified as core knowledge / skills