

# Music



# Music

Music is an integral and well-resourced part of life at Wolverham. We want the music lessons to be fun and inspiring, engaging the children with songs, lyrics and movement. We want the children to feel able, reflective and expressive, developing their own appreciation of music with the opportunities we provide as a school. All children are actively encouraged and given the opportunity to learn to play a musical instrument within the classroom environment.



Music is planned in-line with the statements laid out in the national curriculum. Music is planned with cross-curricular links where possible with Charanga being used to supplement and provide extra support and resources to enhance music teaching. Charanga provides many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre.

Through our music lessons, children are actively involved in a wide range of musical opportunities. Children develop their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform

# Music Progression

Knowledge



	Nursery	Reception	Year 1	Year 2
<b>Listen and appraise</b>	<p>Understand the words stop and start.</p> <p>Know that music has a rhythm.</p> <p>Know that you music can make you feel a certain way.</p> <p>Understand that others do not always like the same thing.</p>		<p>Understand that everyone has their one unique opinion.</p> <p>There are different genres of music.</p> <p>Different types of music can make you experience different emotions.</p> <p>Know that music has a steady pulse like a heartbeat.</p>	
<b>Singing</b>	<p>Know 8 nursery rhymes</p>			<p>To know songs have a musical style.</p> <p>To know songs have a structure made up of a chorus and a verse.</p> <p>Voices can be used expressively and creatively.</p> <p>Songs can include other ways of using your voice. They can be chosen or changed to achieve a specific purpose or effect.</p>
<b>Playing</b>	<p>Name 6 percussion instruments. Indian chimes, drum, egg shaker, claves and glockenspiel.</p> <p>Recognise and name familiar percussion instruments within a song.</p> <p>Know that music has a rhythm.</p>		<p>Name the percussion instruments they are using.</p> <p>Know that different instruments make different sounds.</p> <p>To know that music is created by different patterns of sounds which can be represented by marks.</p> <p>Learn the names of the notes in their musical part from memory or when written down.</p>	<p>Name 3 notes on the glockenspiel and know how they are represented in written form.</p> <p>Read and record musical notes C, D, G, F, A and E.</p>
<b>Improvisation</b>				

<b>Composition</b>		<p>To know that music is created by different patterns of sounds which can be represented by marks.</p> <p>To know that composing is a way to create a story using music.</p> <p>To know that a composer creates and develops music.</p>	<p>To know that you can change the pitch, volume, tempo or dynamic of a piece of music.</p>
<b>Performance</b>		<p>Know how to direct and ensemble a performance using eye contact, copying, leading and following.</p>	<p>Reflect on performance and add or change parts to make it better.</p>

	Year 3	Year 4	Year 5	Year 6
<b>Listen and appraise</b>		<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about: - Some of the style indicators of that song (musical characteristics that give the song its style).</p> <p>The lyrics: what the song is about.</p> <p>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 know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about: o Some of the style indicators of the songs (musical characteristics that give the songs their style)</p> <p>Identify the structure of the songs (Year 6)</p> <p>To talk about the historical context of the songs. What else was going on at this time?</p> <p>Know and talk about that fact that we each have a musical Identity (Year 6)</p>	
<b>Singing</b>	<p>Singing in a group can be called a choir</p> <p>To know why you must warm up your voice</p> <p>Singing as part of an ensemble or large group is fun, but that you must listen to each other</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 know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about: - Its main features - Singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>To know about the style of the songs so you can represent the feeling and context to your audience</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> <li>- Its main features</li> <li>- Singing in unison, the solo, lead vocal, backing vocals or rapping (Year 6)</li> </ul> <p>To know what the song is about and the meaning of the lyrics</p>	
<b>Playing</b>	<p>To know and talk about the Glockenspiel</p> <p>Crotchet 1 Minim 2 Dotted minim 3</p> <p>Semibreve 4 Semibreve rest 4 Minim Rest 2</p> <p>Crotchet rest 1</p>	<p>To know and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone).</p> <p>To know other instruments they might play or be played in a band or orchestra or by their friends.</p>	<p>To know and be able to talk about: - Different ways of writing music down – e.g. staff notation, symbols</p>	

Improvisation	<p>To know and be able to talk about improvisation.</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>To know that using one or two notes confidently is better than using five</p>	To know that you can use some of the riffs you have heard in the Challenges in your improvisation	To know three well-known improvising musicians
Composition	To know and be able to talk about a composition.	Different ways of recording compositions (letter names, symbols, audio etc.	To know and recognise the connection between sound and symbol
Performance	A performance can be a special occasion and involve an audience including of people you don't know You must sing or rap the words clearly and play with confidence	<p>To be able to talk about:</p> <ul style="list-style-type: none"> <li>- Performing is sharing music with other people, an audience</li> <li>- 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 - It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>- Performing is sharing music with an audience with belief</li> <li>- A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>- Everything that will be performed must be planned and learned</li> <li>- You must sing or rap the words clearly and play with confidence</li> <li>- A performance can be a special occasion and involve an audience including of people you don't know</li> <li>- It is planned and different for each occasion</li> <li>- A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>

# Music Progression

## Skills



	EYFS	KS1	LKS2	UKS2
Listen and Appraise	<p>Begin to say if you like a song and begin to explain why.</p> <p>Begin to explain what the music makes you do.</p> <p>Begin sorting different sounds by how loud or quiet they are.</p> <p>Follow simple instructions and understand turn taking.</p>	<p>To find a pulse in a piece of music.</p> <p>To talk about how music makes me feel.</p> <p>Listens to music with concentration and understanding to a range of high-quality live and recorded music</p> <p>Use the language of evaluation.</p> <p>To talk about how music makes me feel.</p>	<p>To confidently identify and move to the pulse.</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>Listen carefully and respectfully to other people's thoughts about the music.</p> <p>Talk about the music and how it makes them feel. When you talk try to use musical word</p>	<p>To identify and move to the pulse with ease.</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>Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs.</p> <p>Talk about the music and how it makes you feel, using musical language to describe the music</p>
Singing	<p>Sing to self and make up simple songs from memory.</p> <p>Sing nursery rhymes together in a group.</p>	<p>Use voices in different ways such as speaking, singing and chanting.</p> <p>Sing from memory and in unison.</p> <p>Sing or play notes with a different pitch, volume and tempo.</p> <p>Name 3 styles of music For example, rap, rock, jazz.</p> <p>You can sing, speak or chant a solo or in unison.</p> <p>To join in when singing.</p> <p>Sing following a melodic pattern and steady pulse.</p>	<p>To sing in unison and in simple two-parts.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To enjoy exploring singing solo.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To rejoin the song if lost. To listen to the group when singing.</p>	<p>To sing in unison and to sing backing vocals.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p>

Playing	<p>Imitate sounds begin to do it spontaneously when adults aren't there.</p> <p>Begin to choose sounds and make patterns.</p> <p>Express self through sound.</p>	<p>Use instruments safely and carefully with respect.</p> <p>Recognise the sounds of brass, string and wooden instruments within a piece of music</p> <p>Use instruments or body percussion to find the pulse in a piece of music.</p> <p>Use 2 notes on the glockenspiel to copy or follow a simple repeated pattern. (yr2, 3 notes)</p> <p>Read and understand marks that represent music.</p> <p>To copy simple rhythmic patterns.</p>	<p>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.</p> <p>To rehearse and perform their part within the context of the Unit song.</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>Play a musical instrument with the correct technique within the context of the Unit song.</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 or the melody of the song from memory or using notation.</p> <p>To lead a rehearsal session.</p> <p>Play the notes C, D, E, F, G, A, B + C on the treble stave</p>
Improvisatio		<p>You can use patterns of sound to improvise and make up new tunes.</p>		<p>Improvise using instruments in the context of a song to be performed.</p> <p>Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold</p>
Composition	<p>To begin to experiment with sounds.</p>	<p>Compose a simple melody using up to 3 notes on the glockenspiel.</p> <p>Name a famous composer.</p> <p>Write down a composition using marks they can interpret and explain.</p> <p>Use graphic scores or notations to record and read your own composition (Y2).</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>



<b>Performance</b>	<p>Create a movement in response to the music.</p>	<p>Record a performance and talk about what they liked and disliked.</p> <p>Reflect on performance and add or change parts to make it better. (yr2)</p> <p>Evaluate your own work, identifying improvements you could make. (yr2)</p>	<p>To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To talk about a venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
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# Music Progression Knowledge and outcomes



**Year 1**

**Autumn**  
Hey You  
Rhythm in the way we walk

**Spring**  
In the Groove  
Round and Round

**Summer**  
Your imagination  
Reflect, rewind and replay

**Year 3**

**Autumn**  
Let your spirit fly  
Glockenspiel stage 1

**Spring**  
Three little birds  
The Dragon Song

**Summer**  
Bringing us together  
Reflect, rewind and replay

**Year 5**

**Autumn**  
Livin on a prayer  
Classroom Jazz 1

**Spring**  
Make you feel my love  
The Fresh Prince of Bel Air

**Summer**  
Music and Me  
Reflect, rewind and replay

**Year 2**

**Autumn**  
Hands feet heat  
Ho Ho Ho

**Spring**  
I wanna play in a band  
Zoo time

**Summer**  
Friendship Song  
Reflect, rewind and replay

**Year 4**

**Autumn**  
Mamma Mia  
Glockenspiel stage 2

**Spring**  
Stop  
Lean on Me

**Summer**  
Blackbird  
Reflect, rewind and replay

**Year 6**

**Autumn**  
Music and me  
Happy

**Spring**  
Clasroom Jazz 2

**Summer**  
You've got a friends  
Reflect, rewind and replay



# Art Progression Vocabulary



## Year 1

**Style** – Genre, rap

**Singing** – solo, unison, pitch, volume, tempo,

**Composition** – Compose, perform, ensemble, improvise, pulse, rhythm,

**Instruments** – glockenspiel.

## Year 3

**Style** – reggae,

**Singing** – tempo, vocals, riff, pentatonic scale.

**Instruments** – bass, guitar, keyboard

## Year 5

**Style** – rock, swing, ballad, old school hip hop, funk

**Singing** – bridge, backbeat, dynamic, Bossa Noca, interlude, syncopation, tune, head, note

**Composition** – backbeat, backing loops, tag ending,

**Instruments** –scratching, back beat, brass section, strings

## Year 2

**Style** – Reggae, Rock

**Singing** – Structure, chorus, verse, phase, melody, melodic pattern, timbre, texture.

**Composition** – Rhythm, graphic score, notation

## Year 4

**Singing** – introduction, verse, chorus, hook, backing vocal, synthesizer, rapping, lyrics, by ear, style.

**Composition** – choreography

**Instruments** – piano, acoustic, turntables, synthesizer, digital/ electronic sounds, percussion

## Year 6

**Style** – style indicators, Neo Soul, groove, Motown, Blues, Jazz, DJing, Electronic and Acoustic.

**Singing** – cover, harmony

**Composition** – producer

**Instruments** – turntablist.

