



Progression Document for Music

The National Curriculum

Aims 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Subject Content 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:

- 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 interrelated 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

Music Statement

At **Ravensdale Junior School**, we endeavor to make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. Our teaching focuses on developing the children’s ability to sing in tune, with expression and in sync with other performers. Through singing songs, children learn about the structure and organisation of music. We teach them to listen and to appreciate different forms of music. As children get older, we expect them to maintain their concentration for longer and to listen to more extended pieces of music and be able to give a personal response using related music vocabulary. Children develop descriptive skills in music lessons when learning about how music can represent feelings and emotions. We teach them the disciplined skills of recognising pulse and pitch. In addition, we teach the children how to work with others to compose music and perform for an audience.

Intent

To build a music curriculum, which develops knowledge and skills in all the strands (see below), encourages a love of singing and provides opportunity to participate in practical music exploration. To incorporate many different subjects within music lessons: language, maths, reading, history knowledge as well as science. Provide children with the

Implementation

Using the Progression Document and the Music Overview, plan and deliver well thought out and engaging lessons, which build on previous learning and ensure progression from year to year in each strand (see below).
Use Music Express as our key resource in planning music lessons for certain units (see Overview below)

Impact

Children will acquire a breadth of musical knowledge and skills in line with expectations for their year group and feel confident to perform music, including their own compositions, to an audience. They will have enjoyed their music learning experience and through the activities have a good appreciation and understanding of the inter-related elements of music.

opportunity to explore and create music. To support and encourage children to develop confidence as performers thus raising self-esteem and promote wellbeing. We see music as an all-inclusive subject through which children can learn about different cultures and music from all over the world.

All members of staff have access to regular CPD and implement this to improve planning and teaching. The use of peripatetic teachers to come in to school and teach instruments to those individuals who wish to learn them. Access to extra-curricular activities such as the choir or recorder group. Opportunities for performance throughout the year in which all children should be involved with in varying degrees. Organise visits of musicians and performances of live music.

Children will have developed an understanding and be able to use basic skills of recording music through various methods of notation and read the graphic representations to play instruments. They will be able to name some famous composers as well as other important musicians (both sole performers and groups), know some key facts about the latter and be able to give a personal response to the type of music or particular pieces and songs.

The Fundamental and Inter-related Elements of Music

PULSE : the steady beat of a piece of music

PITCH : the melody and the way the notes change from low to high and vice versa

RHYTHM : or **duration** is the pattern of long and short sounds in a piece of music

DYNAMICS : loud, soft and changes in these

TEMPO : the speed of the music – fast and slow

TIMBRE : the type of sound (quality) – whisper, hum, sing, talk (examples with the voice) or twinkle, hard, soft (examples with instruments)

TEXTURE : layers of sound – the number of instruments or voices playing together

STRUCTURE : the way the music is organized (verse, chorus, verse, or repeated themes and melodies)

Progression of skills within the strands of learning

← Previous Learning

Future Learning →

Strand	Key stage 1	Year 3	Year 4	Year 5	Year 6	Key Stage 3
Singing songs with control and using the voice expressively	<ul style="list-style-type: none"> • Singing songs with control and using the voice expressively • Perform simple singing games • Follow pitch movements with their hands and use high, low and middle voices • Begin to sing with an awareness of pitch and melody • Sing with an awareness of pulse and control of rhythm • Sing with an awareness of other performers 	<ul style="list-style-type: none"> • Understand the importance of warmer up their voice before singing. • Sing songs in tune and accurate pitch • Sing songs from memory • Create different vocal effects • To sing in unison with other performers and accompaniments • Sing with a good sense of pulse and maintain the correct tempo • Take part in two part songs 	<ul style="list-style-type: none"> • Develop the ability to sing confidently, with increasing control of the expressive elements such as timbre and dynamics • Sing with awareness of pulse and rhythm • Develop the ability to maintain a simple part in rounds and partner songs • Recognise simple structures (phrases) • Understand how mouth shapes can affect voice sounds 	<ul style="list-style-type: none"> • Sing songs with increasing control of breathing, posture and sound projection • Be able to sing a 'crescendo' (getting louder) and 'Decrescendo' (getting softer) • Be able to identify in a tune and sing it • Sing at least within a range of an octave 	<ul style="list-style-type: none"> • Sing songs with expression, using dynamics and begin to develop the ability to change articulation including 'legato' (smoothly) and 'staccato' (short and detached) • Know when to breath after certain phrases • Be able to sing as a class, in a small group and alone • Be able to sing a two part round and pick out the melodic phrases • Opportunities to perform publically to a high standard • Sing at least within a range of an octave with leaps 	<ul style="list-style-type: none"> • Be able to sing with good tone across the dynamic range with clear open vocals with a range appropriate to pupil's voice • Be able to change articulation including staccato and accent • Sing using harmonies • Animated facial expressions when singing

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Listening and appraising	<ul style="list-style-type: none"> • Identify different sound sources • To be able to identify repeated patterns • To listen with increasing concentration to a range of high quality live and recorded music • Reflect on musical performance and identify a target form improvement 	<ul style="list-style-type: none"> • (Half Termly Composer/Music Focus) Listening to music from different periods of music and begin to place on a timeline • Respond orally to a piece of music stating likes and dislikes and begin to give reasons for their opinions • Explore and chose different sounds and movements to describe different animals • Start to explain what the purpose of piece of music might be • Begin to use some of the fundamental terms (see above) when describing music including the work of their peers 	<ul style="list-style-type: none"> • (Half Termly Composer/Music Focus) Listening to music from different periods of music and place on a timeline • Respond to a piece of music and explain how it makes them feel. • Create sequences of movement in responses to music • With increasing confidence, evaluate music including that of their peers using musical vocabulary 	<ul style="list-style-type: none"> • (Half Termly Composer/Music Focus) Listening to music from different periods of music and place on a timeline • Give a personal response to a piece of music and explain their feelings including changes of emotion within one piece • Listen to contrasting pieces of music and compare it with specific reference to tempo, structure, texture and dynamics • Notice and explore how music reflects different intentions 	<ul style="list-style-type: none"> • (Half Termly Composer/Music Focus) Listening to music from different periods of music and place on a timeline • Give a detailed response to a piece of music and justify their opinions with some use of musical terminology • Listen to contrasting and different kinds of music using a range of music vocabulary • Notice, comment on, compare and explore how music reflects different intentions and how moods are created • To begin to explain how music has changed over time 	<ul style="list-style-type: none"> • evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians

Strand	Key stage 1	Year 3	Year 4	Year 5	Year 6	Key Stage 3
Performance and Control and Knowledge of Instruments	<ul style="list-style-type: none"> • To create and choose sounds for specific effect. • Have physical control when playing musical instruments • To perform rhythmical patterns and accompaniments, keeping a steady pulse • To think about others when performing • Perform together as a class 	<ul style="list-style-type: none"> • Play simple rhythmic and melodic patterns on an instrument to accompany a song • Perform as part of a group, class or individually to an audience • Play and explore sounds of a range of unpitched instruments • Explore how pitch is changed on a tuned instrument and be able to explain how the sounds can be made higher or lower • Know the difference between unpitched and pitched instruments • Begin to recognize instruments of the orchestra including brass, strings, woodwind and percussion • Perform their own simple compositions from memory to an audience 	<ul style="list-style-type: none"> • Increasing confidence to perform simple rhythmic and melodic patterns on an instrument to an audience including ostinatos on unpitched instruments • Play instruments with increasing confidence and control • Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics • To be aware of others when performing • Develop the ability to recognize instruments of the orchestra 	<ul style="list-style-type: none"> • Play tuned instruments with increasing control; maintaining a steady tempo and playing melodic patterns with accurate duration of notes • Performing own rhythmic and melodic ostinato on an instrument as part of a musical presentation • Performing own compositions from memory • Play an accompaniment on an instrument 	<ul style="list-style-type: none"> • Perform own compositions using notation and from memory with confidence • Perform own rhythmic and melodic ostinato on an instrument as part of a musical presentation with confidence • Perform music independently, with a partner or in a small group with confidence – showing awareness of others 	<ul style="list-style-type: none"> • play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression

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Improvising and Composition	<ul style="list-style-type: none"> • Begin to explore, choose and order sounds • Create short rhythmic and melodic patterns • Work as a class to use instruments effectively to compose music • Combine sounds with an awareness of pitch, tempo, dynamics and timbre 	<ul style="list-style-type: none"> • Begin to compose patterns with at least 3 notes • Compose simple tunes using a small range of notes or on the pentatonic scale • Compose an rhythmic ostinato (same note) on an instrument • Order sounds to create an effect (e.g. going upstairs, build up to a storm, rain then hail) • Begin to join layers of sound. E.g. a simple melody and a background rhythm or ostinato 	<ul style="list-style-type: none"> • Improvise and compose simple tunes using the pentatonic scale • Choose, order, combine and control sounds to create an effect • Increase awareness of how layers of sound combine to develop understanding of texture • Compose melodic songs 	<ul style="list-style-type: none"> • Improvise and compose rhythmic and melodic phrases as part of a group performance • Develop more complex composing skills linking to other curriculum areas • create layers of sounds in a group composition to produce texture 	<ul style="list-style-type: none"> • To compose a melody using the notes of the C major scale either in pairs or independently • To compose a melody and lyrics using either voice, instruments or both with a theme from another curriculum area (e.g. World War II or End of Year 6 production) • To reflect, improve and rehearse compositions in preparation for performance • To evaluate own and others' compositions and improvisations using musical terms and suggest ideas to improve work 	<ul style="list-style-type: none"> • improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions

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Reading and Writing Notation	<ul style="list-style-type: none"> • Interpreting a range of visual symbols to represent changes in sound • Create their own ideas • Make a class chart of symbols 	<ul style="list-style-type: none"> • To begin to recognize simple notations to recognize music, pitch and volume • Create their own symbols for different notes • Start to identify music symbols on a stave (e.g. treble clef, time signature, notes) 	<ul style="list-style-type: none"> • Create own symbols for own or group compositions and record them using a key • Increase confidence with identifying parts of music notation on a treble stave (treble clef, time signature, bar lines, notes, repeat sign) through songs • Be able to identify which are higher or lower notes on a stave 	<ul style="list-style-type: none"> • Developing confidence to recognize staff notation through songs and instrumental work • Create own symbols for group or own compositions and divide a pulse of 4 beats in a bar by a line • Write compositions using the pentatonic scale (selected notes from C major – C,D,E,G,A) • Use common time (4/4) to divide notes correctly into bars on the treble clef stave 	<ul style="list-style-type: none"> • Read notes in the C major scale, using mnemonics to remember the names of notes on the lines of the stave and in the spaces • Recognise, name and select a range of note values (crotchets, minims, dotted minims and pairs of quavers) • Write compositions using stave notation in the treble clef and notes from the C major scale • Organise compositions in common time (4/4) and use bar lines accurately 	<ul style="list-style-type: none"> • use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions

Strand	Key stage 1	Year 3	Year 4	Year 5	Year 6	Key Stage 3
Key Vocabulary	<p>PULSE ,PITCH RHYTHM (duration), DYNAMICS,TEMPO, TIMBRE, TEXTURE, STRUCTURE</p> <p>melody, notation, breathing, high, low, loud, soft, fast, slow, long, short, compose</p>	<p>PULSE ,PITCH RHYTHM (duration), DYNAMICS,TEMPO, TIMBRE, TEXTURE, STRUCTURE</p> <p>melody = the tune high, low = the pitch of the notes mood = the emotion being portrayed by the music notation = written and visual representation of the notes to be played crotchet = a note having the value of 1 beat / count minim = a note having the value of 2 beats / counts ostinato = repeated rhythm / short melodic phrase percussion = instruments which are struck or scraped with or without a beater such as drums, gongs, bells, tambourines, cymbals etc orchestra = an ensemble mainly composing of bowed stringed instruments, percussion, wind and brass instruments. forte (f) = loud piano (p)= soft</p>	<p>PULSE ,PITCH RHYTHM (duration), DYNAMICS,TEMPO, TIMBRE, TEXTURE, STRUCTURE</p> <p>melody = the tune accompaniment = music that is played at the same time as the melody high, low = the pitch of the notes mood = the emotion being portrayed by the music notation = written and visual representation of the notes to be played crotchet = a note having the value of 1 beat / count minim = a note having the value of 2 beats / counts phrase = a musical sentence phrase = a musical sentence ostinato = repeated rhythm / short melodic phrase percussion = instruments which are struck or scraped with or without a beater such as drums, gongs, bells, tambourines, cymbals etc</p>	<p>PULSE ,PITCH RHYTHM (duration), DYNAMICS,TEMPO, TIMBRE, TEXTURE, STRUCTURE</p> <p>melody = the tune accompaniment = music that is played at the same time as the melody mood = the emotion being portrayed by the music notation = written and visual representation of notes to be played crotchet = a note having the value or 1 full beat / count quaver = a note having the value of half a full beat / count minim = a note having the value of 2 beats / counts phrase = a m notes played in a musical sentence ostinato = repeated rhythm / short melodic phrase forte (f)= loud piano (p)= soft crescendo (<) = gradually getting louder / increasing the volume</p>	<p>PULSE ,PITCH RHYTHM (duration), DYNAMICS,TEMPO, TIMBRE, TEXTURE, STRUCTURE</p> <p>melody = the tune accompaniment = music that is played at the same time as the melody mood = the emotion being portrayed by the music notation = written and visual representation of notes to be played crotchet = a note having the value or 1 full beat / count quaver = a note having the value of half a full beat / count minim = note having 2 beats / counts dotted minim = a note having a value of 3 beats / counts phrase = a musical sentence mood = thee motion being portrayed by the music ostinato = repeated rhythm / short melodic phrase forte (f) = loud fortissimo (ff) = very loud</p>	<p>PULSE ,PITCH RHYTHM (duration), DYNAMICS,TEMPO, TIMBRE, TEXTURE, STRUCTURE</p> <p>An expansive addition to Key stage 2.</p>

			<p>orchestra = an ensemble mainly composing of bowed stringed instruments, percussion, wind and brass instruments.</p> <p>forte (f) = loud</p> <p>piano (p) = soft</p> <p>legato = smooth sequence of notes</p> <p>pentatonic scale = 5 notes taken from a 7 note major scale (C S E G A) from the C major scale</p>	<p>diminuendo (>) = gradually getting softer / decreasing the volume</p> <p>staccato = notes played in detached style with silence between one note and the next</p> <p>legato = smooth sequence of notes</p> <p>ascending = getting higher in pitch</p> <p>descending = getting lower in pitch</p> <p>pentatonic scale = 5 notes taken from a 7 note major scale (C S E G A) from the C major scale</p>	<p>mezzo forte (mf) = moderately loud</p> <p>piano (p) = soft</p> <p>pianissimo (pp) = very soft</p> <p>crescendo (<) = gradually getting louder / increasing volume</p> <p>diminuendo (>) = gradually getting softer / decreasing volume</p> <p>staccato = notes played in detached style with silence between one note and the next</p> <p>legato = smooth sequence of notes</p> <p>octave = an interval (jump) of 8 notes starting and ending on the same name note</p> <p>scale = a sequence of notes ascending (getting higher in pitch) or descending (getting lower in pitch) following a set pattern according to the key it is written in</p> <p>key = the major or minor key in which the music revolves</p>	
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Music Overview

Year Group	Autumn Term	Spring Term	Summer Term	Ongoing
3	Animals Magic – learning well know songs and composing sounds to represent animals and creatures. (Prepared slides and planning by Music Lead OR Music Express Year 3 Old Book– Animal Magic)	Salt, pepper, vinegar, mustard - (Music Express Year 3 Old Book) This unit develops children’s ability to recognise and explore some characteristics of singing games. It consolidates their sense of pulse and ability to perform with others. Cross Curricular (History) – Tudor Music (2/3 lessons)	Dragon Scales - (Music Express Year 3 Old Book) This unit develops children’s ability to recognise, and use, pentatonic scales and create short melodies and accompaniments.	Half termly focus on composer, individual artist or group. Cross-curricular opportunity for research, writing, drawing and music appreciation. Singing as part of class assemblies to parents. Singing in collective worship. Singing and performing in concerts: Christmas concert (yr 3,4 and 5) Visits from peripatetic music teachers. Extra curricular groups. E.g. recorders, choir. Any reference and use of music and lyrics from children’s ‘Musicals’ and films.
	Musicals/Films (optional) The Little Mermaid The Jungle Book Mary Poppins Chitty Bang Bang			
4	WCET-Bell ringing (Whole Class Ensemble Teaching)	Dragon Scales – (Music Express Year 4 Book P26 – 35) This unit develops the children’s ability to recognise, and use, scales (notes in C major scale) and create short melodies and accompaniments.	Salt, pepper, vinegar, mustard – (Music Express Old Book Year 4) This unit develops children’s ability to recognise and explore some characteristics of signals. It consolidates their sense of pulse and ability to perform with others.	
	Musicals/Films (optional) Wizard of Oz Joseph and the Amazing Technicolour Dreamcoat Jungle Book			
5	WCET- Pentaglocks (Whole Class Ensemble Teaching) Notation, playing a musical instrument together. Pentatonic scale	Journey Into Space (Music Express Year 5 Old Book) / Solar System (Music Express New Book) This unit develops children’s ability to extend their sound vocabulary (inc ICT), and to compose a soundscape. Explore how space inspired composers: Debussy, Holst, Crumb	At the movies – (Music Express Year 5 New Book) Explore music from the 1920’s animated films to present day. Learn techniques for creating soundtracks and film scores.	
	Musicals/Films (optional) The Lion King My Fair Lady The Sound of Music Oliver			
6	World War II Learning and singing WW11 songs by heart.	Tuneful Creations Composition of tunes on the C Major scale on the glockenspiels using music notation on the stave to record arrangements. (Follow Notebook slides for progression of lessons)	End of Year Production.	
	Musicals/Films (optional)	Mama Mia Cats My Fair Lady		