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| T:\logo\TEAGUESBRIDGE_45cm.jpgT:\logo\TEAGUESBRIDGE_45cm.jpg  **Progression for Music** |
| **INTENT:**  At Teagues Bridge Primary School, our aim is that children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres.  We aim to provide children with a wide range of experiences within our curriculum so that they develop a curiosity for the subject, as well as an understanding the importance of all types of music. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.  At Teagues Bridge Primary School, our music curriculum ensures that children are taught about different elements of music, learn subject specific vocabulary and develop a good understanding of how music has changed through history.  The National Curriculum for music aims to ensure that all pupils:   * Perform, listen to, review and evaluate music * Be taught to sing, create and compose music * Understand and explore how music is created, produced and communicated.   **IMPLEMENTATION:** At Teagues Bridge Primary School, we use the Charanga scheme of work as a basis for our music lessons to ensure that children across the school are exposed to the key knowledge, skills and vocabulary needed. The Charanga scheme of work is used to ensure a wide exposure to different genres of music, with lots of practical opportunities to explore and develop as musicians and singers. The music curriculum ensures students sing, listen, play, perform and evaluate within a range of contexts and for a range of audiences and purposes.  The music curriculum ensures students sing, listen, play, perform and evaluate. The elements of music are taught in classroom lessons so that children are able to use the language of music to discuss it, and understand how it is made, played, appreciated and analysed.  In the classroom students learn how to play various un-tuned and tuned percussion instruments. In doing so they understand the different principles of creating notes, as well as how to devise and read their own musical scores and basic music notation. They also learn how to compose focussing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion, vocal sounds and technology is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.  **IMPACT:**  The music curriculum at Teagues Bride Primary School ensures that children develop a good understanding of music, composing, performing and ensures children develop an appreciation for music in different forms. Our music curriculum also develops an understanding of culture and history, both in relation to the children individually, as well as ethnicities from across the world.  Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.  Through our broad curriculum offer, children at Teagues Bridge Primary School are supported in building self-confidence, interaction with and awareness of others, and self-reflection.  Assessment for Learning reflections take place at the end of lessons and are used to show teachers what children have understood and provide the opportunity to identify misconceptions which need addressing in the next lesson.  Marking is used to address misconceptions, evaluate children’s learning and teachers use this to inform their planning. In conjunction with marking, verbal feedback is used to address misconceptions and move learning forward instantaneously.  Ongoing questioning throughout lessons is used by all teachers and the outcome of this questioning is used to adapt lessons in response to the needs of children. |

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| EYFS  Music Curriculum Progression | KS1 | | Lower KS2 | | Upper KS2 | | |
| Base 1 and 2 | Year 1/2 | Year 2 ~ | Year 3 | Year 3/4 | Year 4/5 | Year 5/6 | Year 6 |
| Concept Threads | | | | | | | |
| *Substantive Concepts*: ‘The Golden Threads’ that flow through the Music Curriculum, supporting teachers planning and enabling children to know and remember more are:   * Compose * Appraise * Perform * Composers | | | | | | | |
| Big Questions | | | | | | | |
| Who am I?  Where is the music from?  What does music tell us about a culture?  How do we compose a song?  How does the music make you feel? | What messages and stories can music teach us?  What elements make up a musical performance?  What are the dimensions of music?  How do styles of music differ?  How does music open our imagination?  What skills do we learn in music that can be used in everyday life?  How do I recognize this music? What are the style indicators of South African music?  Dimensions of music - What can you hear?  How are musical styles similar and different?  What messages/ meanings can we learn from music? | | How do the dimensions of music create a composition?  How do I recognize this music?  What are the style indicators of Reggae?  What messages/ meanings can we learn from music?  How can music bring people together?  What can we learn about history from Music?  What skills do we learn in music that can be used in everyday life?  What are the style indicators of Pop music?  How do the dimensions of music create a composition?  How can music create a movement and bring people together? | | How do I recognize this music?  What are the style indicators of Classic Rock music?  What can you hear?  How do the dimensions of music help us understand music?  How do the dimensions of music create a composition?  How are musical styles similar and different?  What can we learn about history from Music?  What skills do we learn in music that can be used in everyday life?  How is a piece of music structured?  How has music changed and developed over time?  What is identity and how does music help us express ourselves?  What elements make up a musical performance? | | |
| Substantive Knowledge | | | | | | | |
| **Compose** | | | | | | | |
| * I know that emotion can be expressed through music. * I know that songs have sections. * I know that we can move with the pulse of the music. * I know that the words of songs can tell stories and paint pictures. * I know a collection of songs and dances. | * I know that composing is similar to writing a story with music. * I know everyone can compose. * I know that I can make different sounds with my voice. * I know that to compose means to make a beginning, middle and end. * I know that you can compose as a response to a picture, story or art work. * I know that different sounds make different effects. * I know how to change a sound. * I know how to use symbols to represent sounds. | | * I know and can talk about different compositions. * I know different ways of recording compositions. * I know how to use different elements in my composition. * I know how to create repeated patterns with different instruments. * I know how to compose melodies and songs. * I know how to create an accompaniment for a given tune. * I know how to combine different sounds to create a specific mood or feeling. * I know how to use notation to record and interpret sequences of sounds. * I know how to use standard notation. * I know how to use notation to record compositions in a small group or on my own. | | * I know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music. * 1 know different ways of writing music down – e.g. staff notation, symbols * I know notes C, D, E, F, G, A, B + C on the treble stave * I know that improvisation is making up your own tunes on the spot. * I know when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. * I know that using one, two or three notes confidently is better than using five. * I know that if you improvise using the notes you are given, you cannot make a mistake. * I know that you can use some of the riffs and lyrics you have learnt in your improvisations. * I know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure. | | |
| **Appraise** | | | | | | | |
| * I know how to respond to music. * I know 20 nursery rhymes off by heart. * I know the stories of some of the nursery rhymes. | * I know 5 songs off by heart. * I know some songs have a chorus or a response answer part. * I know that songs have a musical style. * I know what different songs are about. * I know the names of some instruments that I can use. * I know that music can represent different moods. * I know that music can make the listener feel different ways. * I know how I can improve my own work. * I know what a repeated pattern is. | | * I know how to improve my work. * I know how to explain the improvements that I have made. * I know the characteristics of a song. * I know the style of the 5 songs I can sing from memory. * I know 5 songs from memory and who sang or wrote them. * I know how to identify what the lyrics are about. * I know what musical dimensions are featured in a song. * I know what the main sections of a song are, including introduction, verse and chorus. * I know what instruments have been used in a song. * I know how to use words to describe a piece of music and what I like and dislike. * I know that silence has a place in music and what effect this has. * I know the different purposes of music. | | * I know five songs from memory, who sang or wrote them, when they were written and why? * I know the style of the songs and to name other songs in those styles. * I know style indicators of the songs (musical characteristics that give the songs their style). * I know that what lyrics are and what the songs are about. * I know musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre). * I know how songs are structured (intro, verse, chorus etc.) * I know some of the instruments used in the songs * I know the historical context of the songs. What else was going on at this time, musically and historically? * I know and talk about that fact that we each have a musical identity. * I know the instruments they might play or be played in a band or orchestra or by their friends | | |
| **Perform** | | | | | | | |
| * I know a new song that I can sing. * I know how to sing or rap from memory. * I know that a performance is sharing music. | * I know 5 songs. * I know that unison is everyone singing at the same time. * I know that songs include other ways of using the voice, e.g. rapping and spoken word. * I know why we need to warm up our voices. * I know a performance is sharing music with an audience. * I know that a performance can be a special occasion and can involve a single person or group. * I know that an audience can include your parents or friends. | | * I know how to sing in tune. * I know how to sing with expression. * I know how to control my voice when singing. * I know how to play notes on given instruments. * I know how to perform a single part rhythmically. * I know how to sing songs from memory with accurate pitch. * I know how to improvise using repeated patterns. * I know that performing includes sharing music with other people and an audience. * I know a performance does not have to be a drama, it can be to one person or to each other. * I know how to plan a performance. * I know that I must sing and play with confidence. * I know that an audience can include your parents or friends and people you don’t know. * I know that a performance will differ depending on the audience. * I know that performing is about communicating thoughts and ideas. * I know that a performance can involve an audience. | | * I know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. * I know about the style of the songs so you can represent the feeling and context to your audience * I know the main features of a song (singing in unison, the solo, lead vocal, backing vocals or rapping). * I know what the song is about and the meaning of the lyrics. * I know and can explain the importance of warming up your voice * I know performing is sharing music with an audience with belief. * I know everything that will be performed must be planned and learned. * I know I must sing or rap the words clearly and play with confidence. * I know a performance can be a special occasion and involve an audience including of people you don’t know. * I know a performance is planned and different for each occasion * I know a performance involves communicating ideas, thoughts and feelings about the song/music | | |
| **Composers** | | | | | | | |
| * I know music from different cultures. | * I know music by a range of composers within a range of genres. | | * I know and can recognise a piece of music from at least one composer. * I know the style of music composed by Beethoven, Mozart and Elgar. | | * I know three well-known improvising musicians. * I know, appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | | |
| Disciplinary Knowledge | | | | | | | |
| **Compose** | | | | | | | |
| * I can improvise songs based on ones I know. * I can make music in a range of ways. * I can express emotion through music. * I can find the pulse of a piece of music. * I can keep in rhythm with the pulse. * I can copy basic rhythm patterns. * I can explore high and low using my voice and sounds. * I can invent a pattern using one-pitched note. * I can begin to create simple two-note patterns. * I can represent my own ideas, thoughts and feelings through music. * I can use a combination of art forms. | * I can help to create a simple melody of 1,2 or 3 notes. * I can create a simple melody using 1,3 or 5 different notes. * I can record notes of a composition and how to change them if necessary. * I can make different sounds with my voice. * I can make different sounds with instruments. * I can identify changes in sounds. * I can change sounds. * I can repeat short rhythmic and melodic patterns. * I can make a sequence of sounds. * I can indicates sounds using pictures. * I can order sounds to make a beginning, middle and end. * I can create music in response to a story, picture or artwork. * I can choose sounds which create different effects. * I can use symbols to represent sounds. * I can make connections between notations and musical sounds. * I can experiment with, select, create and combine sounds. | | * I can create at least one simple melody using one, three or all five different notes. * I can plan and create a section of music that can be performed within the context of the unit song. * I can talk about how a song was created. * I can listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. * I can record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). * I can improvise using instruments in the context of a song I am learning to perform. | | * I can create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. * I can explain the keynote or home note and the structure of the melody. * I can listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. * I can record the composition recognising the connection between sound and symbol (e.g. graphic/pictorial notation). * I can improvise using a range of instruments in the context of a song to be performed. | | |
| **Appraise** | | | | | | | |
| * I can listen carefully to music. * I can respond to music. * I can explain how music effects my emotions. * I can enjoy moving to music. * I can respond imaginatively to music. | * I can move to music in a range of ways. * I can identify how songs can tell a story or describe an idea. * I can record my performance and say how I feel about it. * I can listen with concentration to a range of high quality, live and recorded music. * I can respond to music and identify the mood that it creates. * I can say how a piece of music makes me feel. * I can say whether I like or dislike a piece of music. * I can recognise when a piece of music uses repeated patterns. * I can improve on my work. * I can listen out for particular things when listening to music. | | * I can confidently identify and move to the pulse. * I can talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). * I can talk about the music and how it makes me feel. * I can listen carefully and respectfully to other people’s thoughts about the music. * I can try to use musical words when talking about a piece of music. * To listen to the group when singing. * I can record the performance and say how I am feeling, what I was pleased with what they would change and why. | | * I can listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. * I can identify and move to the pulse with ease. * I can think about the message of songs. * I can compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. * I can listen carefully and respectfully to other people’s thoughts about the music. * I can use musical words when talking about the songs. * I can talk about the musical dimensions working together in the songs. * I can talk about the music and how it makes you feel, using musical language to describe the music. * I can record the performance and compare it to a previous performance. * I can discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | | |
| **Perform** | | | | | | | |
| * I can sing a new song. * I can perform a song with movement. * I can sing or rap a song from memory. * I can sing along with a pre-recorded song and add actions. * I can sing along with a backing track. * I can perform any nursery rhyme or song adding a simple instrumental part. * I can record my performance and talk about it. * I can choose particular movements, instruments and sounds to fit my imaginative purpose. | * I can learn about my voice by singing in the different pitches (high/low). * I can make different types of sounds with my voice e.g. rap. * I can find my comfortable singing position. * I can start and stop singing when following a leader. * I can choose a song I have learnt and perform it. * I can add my ideas to the performance. * I can record the performance. * I can follow instructions about when to play and sing. * I can join in with singing and follow a melody. * I can use instruments to perform and play simple rhythmic patterns. * I can look at my audience when I am performing. * I can sing accurately with a given pitch. * I can perform simple accompaniments, keeping a steady pace. * I can sing and clap a pulse, increasing and decreasing in tempo. * I can use my voice expressively. * I can play tuned and untuned instruments. | | * I can sing in unison and in simple two-parts. * I can demonstrate a good singing posture. * I can follow a leader when singing. * I can sing with awareness of being ‘in tune’. * I can rejoin the song if I loose my place. * I can treat instruments carefully and with respect. * I can play differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. * I can rehearse and perform their part within the context of the Unit song. * I can listen to and follow musical instructions from a leader. * I can lead the playing by making sure everyone plays in the playing section of the song. * I can choose what to perform and create a programme. * I can present a musical performance designed to capture the audience. * I can communicate the meaning of the words and clearly articulate them. * I can talk about the best place to be when performing and how to stand or sit. * I can record the performance and say how I am feeling, what I was pleased with what they would change and why. | | * I can choose what to perform and create a programme. * I can communicate the meaning of the words and clearly articulate them. * I can talk about the venue and how to use it to best effect. * I can play a musical instrument with the correct technique within the context of the song. * I can 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. * I can rehearse and perform my part within the context of the song. * I can listen to and follow musical instructions from a leader. * I can lead a rehearsal session. * I can sing in unison and to sing backing vocals. * I can demonstrate a good singing posture. * I can follow a leader when singing. * I can experience rapping and solo singing. * I can listen to others and be aware of how I fit into the group. * I can sing with awareness of being ‘in tune | | |
| **Composers** | | | | | | | |
| * .I can listen and respond to music from different cultures. | * I can listen and respond to music from a range of composers and genres. | | * I can recognise a piece of music from at least one composer. * I can recognise the style of music composed by Beethoven, Mozart and Elgar. | | * I can identify three well-known improvising musicians. * I can respond to a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | | |
| Vocabulary | | | | | | | |
| Rhythm, pattern, high, low, instrument, beat, chant, loud, quiet, fast, slow, repeat, sounds, song, sing, composer, listen, follow, respond | Body percussion, compose, percussion, score, tuned, untuned, volume, duration, accompany, pitch, pulse, phrase. | | Composer, Improvise , Accompaniment, Listen, Genre, Style, Tradition, Volume, Capability, Timbre, Technique, Perform, Evaluate, Instrument, Orchestra, Percussion, Woodwind, Brass, strings | | Woodwind, Brass, Strings, Percussion, Instruments, Composer  Listen, Genre style, Tuned instrument, Untuned instrument  Conductor, Melody, capability, Language, Accompaniment  Style, Melodic, Rhythm, Compose, Notation, Accents, Fluent, Pitch, Tempo, Forte, Fortissimo, Crescendo, Diminuendo  Crotchet, Minim, Semibreve, Quaver | | |
| Cultural Capital | | | | | | | |
| Music through continuous provision.  Music from other cultures day. | Create a class band.  Music workshops.  Class performances.  Create percussion instruments and improvise with those. | | Recorder recital.  Eurovision day  Composing music to go with a film. | | Recorder recital.  Eurovision day  Composing music to go with a piece of art work in a gallery.  Hold a concert  Composing with ICT software. | | |

**EYFS / YEAR 1 YEAR 1/2 YEAR 3/4 YEAR 5/6**