

Music

Colton Primary School

Progression map



Curriculum intent

At Colton Primary we believe children should be given the time and space in a comfortable environment to express their creative mind. We believe that music should offer opportunities for children to develop their perception of what music is and sounds like through listening to a broad range of music – including music from different cultures, traditions and times. In addition to this, children should learn about the role music has played in society at certain points of history, and the impact this has had on people and other genres of music. Giving children this knowledge, will allow them to feel more connected to the music they listen to and gain an appreciation for the composers and artists. Developing children's listening skills will have a positive impact on their ability to compose their own songs and pieces.

Giving children time to create, learn and practise a piece of music (both in small and larger groups) to perform to an audience, will develop many personal skills. Including: self-confidence; resilience to recover from mistakes; and cooperation. Furthermore, we believe that children should have access to learning an instrument; the knowledge and skills children learn through this process are not only transferrable to other subject areas but also increase cognitive abilities.

Music Primary Taught

Year group	Autumn Term	Spring Term	Summer Term
1	Bring the noise (pulse/ beat and rhythm) Weather and seasons – Vilvaldi's Four Seasons (Beginning composition)	The Little Train of Caipara by Heitor Villa-Lobos (pulse –speed changes and composing) We are Britain (appraising and singing folk songs)	Gamelan – music from Indonesia (pitch, rhythm and composing) There's no place like home (composing)
2	Feel the pulse (beat and rhythm) Step back baby step back - Jazz (rhythm and composition)	Romantic period West and East Sea shanties and folk music (performance, beat, composition)	Medieval music (composition) Music from East Africa East African music (rhythm, singing and performance)

3	<p>Kodaly and rhythm development (Rhythm and composition)</p> <p>Big Yellow Taxi (Protest music) (composition)</p>	<p>Ukulele 1 (Performing and learning an instrument)</p> <p>Three Little Birds (singing and playing)</p>	<p>Ancient Worlds (Music from Greece) (rhythm and composition)</p> <p>Edward Elgar (composition)</p>
4	<p>Minimalism (rhythm and composition dev)</p> <p>Blackbird (playing more complex and read)</p>	<p>African djembe drumming (rhythm and composition)</p> <p>Soul to funk (playing)</p>	<p>Ukulele 2 (instrument)</p> <p>Beethoven five! (Composition dev)</p>
5	<p>Fresh Prince of Bel Air/ emergence of Hip Hop (singing and performing)</p> <p>Ukulele 3 (Instrument)</p>	<p>The Blues (Appraising and rhythm)</p> <p>Music from Mexico (appraising and composing)</p>	<p>Renaissance Music</p> <p>South American music</p>
6	<p>The Romantic Era and industrial revolution</p> <p>Blue Planet (Hans Zimmer)</p>	<p>Music from WW1 and WW2</p> <p>Hindustani and Bhangra music</p>	<p>Ukulele 4</p> <p>Peter and the Wolf</p>

Strand	Sub-strand	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Inter-related dimensions of music (when expect children to show understanding/ knowledge)			(Pulse, pitch) To follow the pulse of the music. Can describe the pitch – whether it is high or low. To notice loud and quiet sounds	(Pulse, pitch, rhythm) To keep in time when playing the beat of the music. Can play either beat or rhythm and switch between. Explain the difference. Begin to use some other terms like tempo	(Pulse, pitch, rhythm, tempo, structure) Begin using other music terms in appraising and have a clear understanding of what they mean. (E.g Tempo is the speed of the music)	(Pulse, pitch, rhythm, tempo, structure, dynamics, duration) Use a wider range music terms in appraising and have a clear understanding of what they mean. (E.g Tempo is the speed of the music)	(Pulse, pitch, rhythm, tempo, structure, dynamics, duration, timbre) Show confidence using other music terms in appraising and have a clear understanding of what they mean. (E.g Tempo is the speed of the music)	(Pulse, pitch, rhythm, tempo, structure, dynamics, duration, timbre) Show confidence using other music terms in appraising and have a clear understanding of what they mean. (E.g Tempo is the speed of the music)

Performance – I am a singer

Pitch	<p>To sing in a group or on their own increasingly matching the pitch and following the melody.</p> <p>Sing a range of well-known nursery rhymes and songs.</p>	<p>Sing with awareness of pitch and phrase, following the shape of the melody using big, clear mouth shapes to form words</p>	<p>Use internalization (the thinking voice) developing some accuracy and control when singing</p>	<p>Sing in tune with expression (using dynamics, phrasing)</p>	<p>Sing accurately with good posture and breathing and can sing songs with a more complicated texture e.g partner songs and 2 part rounds</p> <p>Set a starting pitch for a song</p>	<p>Sing or play expressively to a variety of audiences in different types of venue (e.g Town Hall)</p> <p>Beginning to demonstrate control of vocal techniques – breathing, posture, good tuning and dictation</p>	<p>Demonstrate control of vocal techniques – breathing, posture, good tuning and dictation</p> <p>Use the inter-related dimensions to improve the quality of my performances when singing</p>
Group and solo	<p>To sing in a group or on their own increasingly matching the pitch and following the melody.</p> <p>Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with the music.</p>			<p>Perform a song on my own or as part of a group, to an audience, with increasing clarity (dictation)</p>	<p>Perform a song on my own or as part of a group, to an audience, with increasing clarity (dictation)</p>	<p>Perform to a variety of audience in different types of venues.</p>	<p>When singing, I can maintain my own part with accurate pitch whilst hearing other parts</p>

Performance - I am an instrumentalist	Respect		Sit silently with an instrument when not playing.	Begin to develop knowledge of how to handle/ play different instruments.	Know how to handle/ play a variety of percussion instruments. When learning an instrument begin to know the different parts of an instrument.	Explain how the timbre of an instrument can change and how to achieve this. When learning an instrument begin to know the different parts of an instrument.	When learning an instrument begin to know the different parts of an instrument and their purpose (e.g on the ukulele tuning pegs turn to change the pitch)	When learning an instrument know the different parts of an instrument and their purpose (e.g on the ukulele tuning pegs turn to change the pitch)
	Class orchestra	Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with the music.			Perform as part of a team	Begin to lead groups counting in with support from the teacher.	Lead a group by counting in, beating time etc	Play in an ensemble, taking an individual part and showing an awareness of balance
	Resilience				Carry on if I mistake in a performance	Carry on if I mistake in a performance	Recover from mistakes in a performance – ensuring I am in the correct place	Recover from mistakes in a performance – ensuring I am in the correct place
	Review			Practise and refine performances in groups and as a class	Practise and refine performances in groups and as a class and make a suggestion how to improve	Practise and refine performances in groups and as a class and make a suggestion how I can/ peers to improve	Use the inter-related dimensions to improve the quality of my performances.	Use the inter-related dimensions more confidently to improve the quality of my performances.
	Audience		Begin to perform to people I don't know.	Perform to people I don't know	Begin to show confidence when playing to different audiences.	Begin to show confidence when playing to different audiences.	Play confidently to a variety of audiences	Play confidently to a variety of audiences

	Score		Begin to learn different sounds for different note lengths (Kodaly method)	Know which sounds represents which notes (Kodaly method)	Perform by ear and by using forms of notation	Perform by ear and by using forms of notation	Begin to read some staff notation.	Can play rhythms from reading simple staff notation
I am a composer	Sounds (Timbre)	Explore and engage in music making and dance, performing solo or in groups Create collaboratively, sharing ideas, resources and skills.	Choose and order sounds and patterns Choose sounds to represent ideas (e.g shakers for leaves falling off a tree)	Choose sounds to represent ideas (e.g shakers for leaves falling off a tree)	Select a sound or instrument to achieve an effect, eg. Quiet playing on a chime bars to create something peaceful	Create music that uses appropriate sounds to achieve an intention, e.g creating a sea soundscape	create music that uses appropriate sounds to achieve an intention, e.g creating a sea soundscape	select appropriate sounds to achieve an effect for a purpose, e.g strong beat on a drum for dance music
	Score		Use words/ pictures/ symbols to represent sounds and create rhythm patterns	Use words/ pictures/ symbols to represent sounds and create rhythm patterns	Begin to understand note length through using the Kodaly method	Begin to recognise crotchets, crotchet rests, quaver, minims, semibreves and use them to compose rhythms	Use a graphic score with a more complex texture	Create more complicated rhythms (semiquavers, syncopation), aurally and from <u>notations</u> To recognise and use simple staff notation

	Melody (shape)		Differentiate between long and short sounds and use them when composting, notating my patterns	Create simple melodies using two tones on a tuned instrument	<p>Play melodies that use steps and leaps and a wider range of notes</p> <p>Begin to improvise</p>	<p>Show an understanding of scales in my compositions e.g pentatonic, blues etc</p> <p>Create my own ostinato and riffs (rhythmic and melodic)</p> <p>Become more confident when improvising</p>	<p>Understand the concept of, and use, the 'home note' when composing</p> <p>Understand music is given character by the use of metre and rhythm patterns, and select them as appropriate in my compositions</p> <p>Choose appropriate notes when improvising</p>	<p>Understand the concept of, and use, the 'home note' when composing</p> <p>Understand music is given character by the use of metre and rhythm patterns, and select them as appropriate in my compositions</p> <p>Choose appropriate notes when improvising</p>
	Group			To compose in a small group with other children	<p>Be in charge of a group, and take directions when working on a composition</p> <p>Share ideas and listen to others when working on a composition</p>	Be in charge of a group, and take directions when working on a composition	Plan a composition, alone or in a group, and monitor its development	Plan a composition, alone or in a group, and monitor its development

I am a listener		<p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p>		<p>Know that a piece of music is made up of different sections, e.g beginning, ending, verse</p>	<p>Listen to short extracts and respond to specific questions, e.g about the genre, structure</p> <p>Recognise families of instruments and ensembles – orchestra, choir, etc</p>	<p>Recognise ensembles (orchestra, choir, etc) and identify families of instruments and world instruments (wind, brass, African drums etc)</p> <p>Listen and comment on music from different historical periods, displaying understanding of how music has developed over time</p>	<p>Listen to longer extracts and describe using knowledge of inter-related dimensions of music</p>	<p>Listen to longer extracts and describe using knowledge of inter-related dimensions of music</p>
I am a reviewer	Opinions and comparisons	<p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Describe music and express my feelings and opinions through various means e.g words, thumbs up</p>	<p>Listen to music with increasing discernment saying what I like and dislike about it</p>	<p>Know some basic musical vocabulary to express personal taste</p>	<p>To use my extended musical vocabulary to express personal taste</p>	<p>Compare music of contrasting styles and genres using appropriate vocabulary</p>	<p>Compare music of contrasting styles and genres using appropriate vocabulary</p>

Vocabulary		<p> pattern hit shake bang tap light heavy rattle loud quiet repeat rhyme beat rhythm </p>	<p> rhyme chant call and response rap tuned untuned percussion brass woodwind strings unison canon pitch duration dynamics tempo timbre texture structure beat rhythm </p>	<p> round canon rhyme chant call and response rap tuned untuned orchestra romantic classical modern baroque renaissance improvisation composing blues tempo timbre texture jazz rap beat rhythm </p>	<p> round canon rhyme chant call and response rap tuned untuned orchestra romantic classical modern baroque renaissance improvisation composing blues jazz rap rhythm and blues crescendo decrescendo staff notation crotchet minim quaver rest </p>