



# Music

## Progression Planning Document

Overarching Musical Aims		Questions to consider (when planning)				Useful Info		
1. Diversity-Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions. 2. Performance and composition- Learn to sing with 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 opportunity to progress to the next level of musical excellence 3. Appreciation- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.		How will we hook the children? How will we sequence the learning, to maintain motivation? What will the varied activities be? Are we using rich resources? How will the children communicate their understanding through an engaging end product? How can we set challenging expectations for children of varying abilities? How can I link it to other parts of the curriculum? Are we introducing children to a variety of music that they may not have accessed previously? Can we promote children's personal, social and emotional development through increased opportunity to perform and express themselves?				<b>Key stage objectives</b> taken from Charanga Music school online resource. Lesson plans and resources are all available online, with an option to create new lesson plans through the freestyle mode. Here you can also find a list of keywords and vocabulary. <a href="http://charanga.com/user/login">http://charanga.com/user/login</a>  Where text is purple, objectives can successfully be achieved through key stage singing assemblies.  <b>The Interrelated Dimension of Music</b> (Taken from Charanga Music School resource) <b>Pulse (duration) - steady beat</b> <b>Rhythm (duration) - long and short sounds over a steady beat</b> <b>Pitch - high and low sounds Tempo - fast and slow Dynamics - loud and quiet</b> <b>Timbre - the character of a sound</b> <b>Texture - layers of sound, how thick or thin music is</b> <b>Structure - how the sections of a song or piece of music are ordered</b>		
By the end of	Listen and Appraise	Musical Activities-Games	Musical Activities-Singing	Musical Activities-Playing instruments	Musical Activities-Improvisation	Musical Activities- Composition	Perform	
FS	EAD 30-50 Explores and learns how sounds can be changed.	<b>ELG: Children sing songs, make music and dance, and experiment with ways of changing them.</b>	EAD 30-50 Sings a few familiar songs. EAD 30-50 Sings to self and makes up simple songs. EAD 30-50 Sings to self and makes up simple songs. <b>ELG: Children sing songs, make music and dance, and experiment with ways of changing them.</b>	EAD 30-50 Sings a few familiar songs. EAD 30-50 Sings to self and makes up simple songs.	EAD 30-50 Taps out simple repeated rhythms. EAD 30-50 Makes up rhythms.	EAD 30-50 Makes up rhythms. EAD 30-50 Explores and learns how sounds can be changed. <b>ELG: They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</b>	EAD 30-50 Creates movement in response to music.	
steady beat , tune, song, low, high, fast, slow		Perform, listen, improvise, accompany	Repeat, chant, listen, tune, song		Drum, triangle, clap, shaker, steady beat		Present (performance) evaluate, fast, slow, near, far	
KS1	<ul style="list-style-type: none"> <li>-Listen with direction.</li> <li>-Find the pulse whilst listening using movement - internalise the pulse.</li> <li>-Build an understanding of the pulse and its role as the foundation of music, every piece of music has a pulse, a different pulse.</li> <li>-Start to use the correct musical language to suit the style of music they are learning about.</li> <li>-Start to recognise different instruments.</li> <li>- Start to recognise and explore many varied musical styles and traditions and their basic style indicators.</li> <li>-Start to develop an understanding of the history and context of music.</li> <li>-Using the correct musical language, discuss feelings and emotions/like and dislikes, that are linked to music.</li> <li>-Gradually and appropriately discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses.</li> </ul>	<ul style="list-style-type: none"> <li>-Play musical games and activities to build on an understanding of the interrelated dimensions of music through repetition.</li> <li>-Start to find the pulse within the context of different songs/pieces of music.</li> <li>-Build an understanding that the pulse is the foundation upon which all the other dimensions of music are built. The heartbeat of the music - the steady beat that never stops.</li> <li>-Internalise the pulse.</li> <li>-Begin to understand that rhythm is long and short sounds that happen over the pulse, the steady beat. The pulse doesn't change within the context of the song or piece of music but the rhythm does.</li> <li>-Learn this by copying until confidence is built.</li> <li>-Begin to understand that pitch is high and low sounds. In order to sing a song we have pulse as our steady foundation and the rhythm of the words that when spoken, sound like a rap! Add high and low sounds ie pitch and we can sing our song.</li> <li>-Start to understand how pulse, rhythm and pitch work together.</li> <li>-Start to understand how the other dimensions of music are sprinkled through songs and pieces of music.</li> <li>-Progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using the voice.</li> </ul>	<ul style="list-style-type: none"> <li>-Learn appropriate songs for their age group, difficulty of words increasing as they progress.</li> <li>-Learn rhymes, raps and songs.</li> <li>-Listen to a song, and learn it as instructed.</li> <li>-Have a good understanding of working together in an ensemble or as a group singing.</li> <li>-Understand the importance of warming up their voices, good posture and projecting their voices.</li> <li>-Sing songs and melodies musically.</li> <li>- Have an understanding of melody and words and their importance.</li> <li>-Start to sing in 2 parts.</li> <li>-Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical understanding of how two parts fit together.</li> </ul>	<ul style="list-style-type: none"> <li>-Use classroom percussion, tuned and un-tuned to play accompaniments and tunes and to improvise and compose ie explore and create musical sounds. Use band instruments if appropriate.</li> <li>-Play differentiated parts with a sound-before-symbol approach and according to ability. Progress as appropriate between the parts.</li> <li>- Learn to play together in a band or ensemble.</li> <li>-Learn to treat each instrument with respect and using the correct techniques to play them.</li> <li>-Start to understand the basics and foundations of formal notation - an introduction.</li> <li>-Play easy and medium parts by ear (without reading notation) or play the easy and medium parts with notation at the end of the KS as a learning progression and if appropriate - a differentiated option.</li> </ul>	<ul style="list-style-type: none"> <li>-Explore and create musical sound with their voices and instruments.</li> <li>-Understand that when you improvise, you make up your own tune within boundaries. That tune is not written down or notated. If written down in any way it becomes a composition.</li> <li>-Improvise within a group until they build confidence and knowledge to improvise on their own within the context of the song being learnt.</li> <li>-Make up their own rhythms and melodies and create their own rhythmic patterns that lead to melodies.</li> <li>-Start to perform their own rhythms and melodies using their voice and then an instrument.</li> <li>-Learn a differentiated approach to improvisation. Start to perform their own rhythms and melodies with confidence and understanding. Start improvising using two notes, increasing to three notes and beyond if required.</li> <li>-Improvise musically with a basic knowledge of the interrelated dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>-Begin to create their own tunes and melodies within the context of the song they are learning.</li> </ul> Through games and exploration of ideas and basic knowledge of the interrelated dimensions of music, children will learn to: <ul style="list-style-type: none"> <li>-Start to choose, combine and organise patterns and musical ideas within musical structures and do this with understanding.</li> <li>-Start composing using two notes, increasing to three notes and beyond if required.</li> <li>-Record their composition in any way appropriate.</li> <li>-Notate music in different ways, using graphic/pictorial notation, ICT, or with formal notation if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>-Work together in an ensemble/band.</li> <li>-Appreciate the importance of starting and ending together by learning to follow the conductor/band leader.</li> <li>-Sing and rap – in one or two parts – to each other and to an audience; to sing/play simple rhythms with the beginnings of control and accuracy; to adopt a sound-before-symbol approach if appropriate. Perform with an understanding of an integrated approach where performance can include everything that has been undertaken during the learning process of the unit.</li> <li>-Play tuned and/or un-tuned instruments with some control and rhythmic accuracy and with realised progression.</li> <li>-Improvise simple patterns confidently as part of a performance.</li> <li>-Practise, rehearse and present performances with awareness of an audience.</li> <li>-Appreciate that performance can influence how music is presented.</li> <li>-Look at how music is notated in different ways, using graphic/pictorial notation, ICT or the traditional classical method if appropriate.</li> </ul>	
	Year 1	Direction, pulse, movement, listen, musical, instrument, ,	Year 1 Dimension, repetition, pulse, heartbeat, beat, rhythm, steady beat, pitch,	Year 1 Rhyme, song, rap,	Year 1 Percussion, tuned, untuned, , improvise, compose	Year 1 Composition, improvise, rhythm, melody,	Year 1 Exploration, patterns, musical structures, notes,	
	Year 2	explore, style, tradition	Year 2 dimension of music, improvise	Year 2 ensemble, posture, projecting, melody, musically, round, diction	Year 2 ensemble, formal notation, accompaniments	Year 2 Layering, improvisation, accompaniment, tempo, duration, dynamics, playing methods, produce	Year 2 notate, graphic, pictorial,	



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By the end of	Listen and Appraise	Musical Activities-Games	Musical Activities-Singing	Musical Activities-Playing instruments	Musical Activities-Improvisation	Musical Activities- Composition	Perform	
UKS2	<ul style="list-style-type: none"> <li>- Listen with direction to a wide range of high-quality music.</li> <li>-Find the pulse whilst listening using movement - internalise the pulse.</li> <li>-Confidently recognise different instruments.</li> <li>-Confidently recognise and explore many varied musical styles and traditions and their basic style indicators.</li> <li>-Continue to develop an understanding of the history and context of music.</li> <li>-Using the correct musical language, discuss confidently feelings and emotions/like and dislikes, that are linked to music.</li> <li>-Appropriately discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses.</li> </ul>	<ul style="list-style-type: none"> <li>-Find the pulse within the context of different songs/pieces of music with ease.</li> <li>-Internalise the pulse.</li> <li>-Understand that rhythm is long and short sounds that happen over the pulse, the steady beat. The pulse doesn't change within the context of the song or piece of music but the rhythm does.</li> <li>-Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory.</li> <li>-Understand that pitch is high and low sounds. In order to sing a song we have pulse as our steady foundation and the rhythm of the words that when spoken, sound like a rap! Add high and low sounds ie pitch and we can sing our song.</li> <li>-Understand how pulse, rhythm and pitch work together.</li> <li>-Build on their progress from keeping a steady pulse to clapping a rhythm</li> </ul>	<ul style="list-style-type: none"> <li>-Have a good understanding of working together in an ensemble or as a group singing.</li> <li>-Understand the importance of warming up their voices, good posture and projecting their voices.</li> <li>-Have a greater understanding of melody and words and their importance.</li> <li>-Sing together with confidence, melody and words increasing in difficulty.</li> </ul>	<ul style="list-style-type: none"> <li>-Use classroom percussion, mainly tuned, to play accompaniments and tunes and to improvise and compose ie explore and create musical sounds. Use band instruments if appropriate.</li> <li>-Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts.</li> <li>-Continue to treat each instrument with respect and using the correct techniques to play them</li> <li>-Build on understanding the basics and foundations of formal notation</li> </ul>	<ul style="list-style-type: none"> <li>-Explore and create musical sound with their voices and instruments.</li> <li>-Understand that when you improvise, you make up your own tune within boundaries. That tune is not written down or notated. If written down in any way it becomes a composition.</li> <li>-Confidently perform their own rhythms and melodies using their voice or an instrument.</li> <li>-Improvise and perform in solo and ensemble contexts.</li> <li>-Understand musical improvisation - a melody or tune that makes sense.</li> </ul>	<p>During this Key Stage children will:</p> <ul style="list-style-type: none"> <li>-Create their own tunes and melodies within the context of the song they are learning.</li> </ul> <p>With an understanding of the interrelated dimensions of music, children will learn to:</p> <ul style="list-style-type: none"> <li>-Choose, combine and organise patterns and musical ideas within musical structures with understanding.</li> <li>-Notate music in different ways, using graphic/pictorial notation, ICT, or with formal notation if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>-Work together in an ensemble/band.</li> <li>-Appreciate the importance of starting and ending together.</li> <li>-Sing and rap – in one or two parts – to each other and to an audience; to sing/play simple rhythms with the beginnings of control and accuracy; to adopt a sound-before-symbol approach if appropriate.</li> <li>-Play tuned and/or un-tuned instruments with more control and rhythmic accuracy and with realised progression.</li> <li>-Appreciate that performance can influence how music is presented.</li> </ul>	
	Year 3	Direction, pulse, movement, internalise, instruments, tradition, style, history,	Year 3 Rhythm, long, short, beat, steady beat, pitch, foundation, pulse,	Year 3 Ensemble, group, posture, projecting, melody,	Year 3 Percussion, tuned, accompaniments, tune, improvise, compose, symbol	Year 3 Musical sound, improvise, tune, notated, composition, solo, ensemble, improvisation.	Year 3 Pattern, musical idea, structure, graphic, pictorial notation, formal notation	Year 3 Ensemble, band, parts, control, accuracy,
	Year 4	context, emotion, depth of meaning,	Year 4 aural memory, reproduce,	Year 4 Accompaniment, duet, lyrics, tempo, call and respond	Year 4 notated, score, formal notation	Year 4 Improvisation, glockenspiel, body percussion, xylophone, castanets, pulse/beat	Year 4 Programme music, musical elements, melodic phrase	Year 4 rhythmic accuracy, progression, performance, influence
UKS2	<ul style="list-style-type: none"> <li>- Listen with direction to a wide range of high-quality music and make comments about similarities and differences.</li> <li>-Understand the pulse and its role as the foundation of music, every piece of music has a pulse, a different pulse.</li> <li>-Confidently recognise different instruments and the styles of music that they are commonly used.</li> <li>-Build on using correct musical language to suit the style of music they are learning about.</li> <li>-Appropriately discuss the other dimensions of music and build on the depth of their meaning as the Key Stage progresses.</li> </ul>	<ul style="list-style-type: none"> <li>-Play musical games and activities to build on an understanding of the interrelated dimensions of music through repetition. As the learning deepens and progresses, less games are needed.</li> <li>-Find the pulse within the context of different songs/pieces of music with ease.</li> <li>-Understand that the pulse is the foundation upon which all the other dimensions of music are built. The heartbeat of the music - the steady beat that never stops.</li> <li>-Internalise the pulse.</li> <li>-Understand that rhythm is long and short sounds that happen over the pulse, the steady beat. The pulse doesn't change within the context of the song or piece of music but the rhythm does.</li> <li>-Learn this by copying until confidence is built, then reproduce sounds from an increasing aural memory.</li> <li>-Understand that pitch is high and low sounds. In order to sing a song we have pulse as our steady foundation and the rhythm of the words that when spoken, sound like a rap! Add high and low sounds ie pitch and we can sing our</li> </ul>	<ul style="list-style-type: none"> <li>-Have a good understanding of working together in an ensemble or as a group singing.</li> <li>-Understand the importance of warming up their voices, good posture and projecting their voices.</li> <li>-Sing songs and melodies musically.</li> <li>-Have a greater understanding of melody and words and their importance.</li> <li>-Sing together with confidence, melody and words increasing in difficulty.</li> <li>-Sing in two parts.</li> <li>-Listen to a song, and learn it as instructed.</li> <li>-Sing songs and melodies with greater musical understanding.</li> <li>-Sing in an ensemble with the aim of producing a round sound, clear diction, control of pitch and a musical</li> </ul>	<ul style="list-style-type: none"> <li>-Year 5 Barnsley Music Service – ukulele tuition.</li> <li>Use classroom percussion, mainly tuned, to play accompaniments and tunes and to improvise and compose ie explore and create musical sounds. Use band instruments if appropriate.</li> <li>-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>-Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate between the parts.</li> <li>-Continue to learn to play together in a band or ensemble.</li> <li>-Continue to treat each instrument with respect and using the correct techniques to play them</li> <li>-Build on understanding the basics and foundations of formal notation - an</li> </ul>	<ul style="list-style-type: none"> <li>-Explore and create musical sound with their voices and instruments.</li> <li>-Understand that when you improvise, you make up your own tune within boundaries. That tune is not written down or notated. If written down in any way it becomes a composition.</li> <li>-Improvise within a group until they build confidence and knowledge to improvise on their own within the context of the song being learnt, reproducing sounds from an increasing aural memory.</li> <li>-Learn a differentiated approach to improvisation starting with 2 notes and building to 3 then eventually 5 notes or a pentatonic scale.</li> <li>-Continue to make up their own rhythms and melodies and create their own rhythmic patterns that lead to melodies.</li> </ul>	<p>During this Key Stage children will:</p> <ul style="list-style-type: none"> <li>-Create their own tunes and melodies within the context of the song they are learning.</li> </ul> <p>With an understanding of the interrelated dimensions of music, children will learn to:</p> <ul style="list-style-type: none"> <li>-Choose, combine and organise patterns and musical ideas within musical structures with understanding.</li> <li>-Start composing using two notes, increasing to three notes then five notes, a differentiated approach.</li> <li>-Record their composition in any way appropriate.</li> <li>-Notate music in different ways, using graphic/pictorial notation, ICT, or with formal notation if appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>-Work together in an ensemble/band.</li> <li>-Appreciate the importance of starting and ending together.</li> <li>-Sing and rap – in one or two parts – to each other and to an audience; to sing/play simple rhythms with the beginnings of control and accuracy; to adopt a sound-before-symbol approach if appropriate.</li> <li>-Perform with an understanding of an integrated approach where performance can include everything that has been undertaken during the learning process of the units.</li> <li>-Play tuned and/or un-tuned instruments with more control and rhythmic accuracy and with realised progression.</li> <li>-Improvise confidently as part of a performance, playing a solo or as part of a small group.</li> </ul>	

		<p>song.</p> <ul style="list-style-type: none"> <li>-Understand how pulse, rhythm and pitch work together.</li> <li>-Understand how the other dimensions of music are sprinkled through songs and pieces of music.</li> <li>-Build on their progress from keeping a steady pulse to clapping a rhythm; improvising a rhythm; using pitch; improvising using the voice.</li> </ul>	<p>understanding of how two parts fit together.</p>	<p>introduction. Play easy and medium parts by ear (without reading notation) or play the easy and medium parts with notation as a learning progression and if appropriate.</p>	<ul style="list-style-type: none"> <li>-Confidently perform their own rhythms and melodies using their voice or an instrument.</li> <li>-Improvise and perform in solo and ensemble contexts.</li> <li>-Understand musical improvisation - a melody or tune that makes sense.</li> </ul>		<ul style="list-style-type: none"> <li>-Practise, rehearse and present performances with awareness of an audience.</li> <li>-Appreciate that performance can influence how music is presented.</li> <li>-Read or understand music that is notated in different ways, using graphic/pictorial notation, ICT or formal notation.</li> </ul>
Year 5	High-quality, similarities, differences, foundation of music, pulse, instruments, style,	Year 5 pulse, heartbeat, steady beat, rhythm, steady, piece, reproduce, aural, pitch, improvising	Year 5 Ensemble, posture, projecting, musically, melody,	Year 5 Percussion, solo, duet, notation, soundmaker, rhythm, structure	Year 5 Improvise, group, song, aural memory, notes, pentatonic scale, rhythmic patterns, melody	Year 5 -combine, organise patterns, musical ideas, musical structures, composing notes.	Year 5 Ensemble, band, Sing, rap, rhythms control, accuracy; sound-before-symbol, integrated approach, tuned un-tuned, control, rhythmic accuracy
Year 6	Folk, 12 bar blues, theme, bop/scat, swing, pulse, loop, rhythm	Year 6 Dimensions of music, internalise, pulse, beat, dynamics.	Year 6 Ensemble, structure, the off beat, diction, harmony	Year 6 Bass/ treble clef, dynamics, motif, syncopation	Year 6 Rhythms, melodies, voice, instrument, Improvise, perform, solo, ensemble, musical improvisation	Year 6 Notate,	Year 6 Practise, rehearse, performances, audience, notated