

Progression in music at Wigginton Primary School

AIM: to develop and encourage a love of music throughout school, through a progressive approach to musical skills, knowledge and experiences



		YR	Y1	Y2	Y3	Y4	Y5	Y6
		<i>Recognise & respond</i>	<i>Building understanding</i>		<i>Expand understanding</i>		<i>Refine and manipulate</i>	
NC Programme of Study		<p>ELG - Sing a range of well known nursery rhymes and songs.</p> <p>Perform rhymes, songs, poems and stories with others, and (when appropriate) try to move in time with the music.</p>	<p>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>Play tuned and untuned instruments musically</p> <p>Listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>		<p>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.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p> <p>Use and understand staff and other musical notations</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>Develop an understanding of the history of music.</p>			
Progression in dimensions of learning	Pitch	Match pitch of single notes, follow the melody of familiar songs (pitch match)	Higher & lower sounds. Identify steps, leaps & repeated notes (introduction to Kodaly)		Identify, copy and invent melodic patterns including steps, leaps, octaves		Begin to put together chords Recognise major and minor keys	
	Duration	Explore long & short sounds.	Understand pulse and rhythm Copy and invent rhythmic patterns using crotchets and quavers.		Identify 3 and 4 time Copy and invent rhythmic patterns using minims, crotchets, quavers, semiquavers		Copy, invent and notate rhythmic patterns in simple time. Begin to understand compound time	

	Dynamics	Explore loud, quiet & silence	Getting louder & quieter	Getting louder & quieter in finer gradations	Manipulated for expressive effect Use musical vocabulary and symbols
	Tempo	Explore fast & slow	Getting faster & slower	Getting faster & slower in finer gradations	Wide range manipulated for expressive effect Use musical vocabulary and symbols
	Timbre	Explore range of sounds & sound makers	Identify main groups of instruments Orchestral families Use descriptive vocabulary to describe sounds	Identify wide range of instruments by name, family Compare sounds of instruments using descriptive vocabulary	Identify families of instruments & ensemble combinations Choose and combine instruments for their timbre and explain choices
	Texture	One sound & many sounds combined	Layers of sounds	Identify combinations of layers solo, unison, drone, simple harmony	Understand types of harmony being used for expressive effects
	Structure	Musical stories: same & different	Beginning, middle & end. Repetition & contrast	Try out different structures, e.g. Verse and chorus ABA structure, theme and variations structure	Wider range of musical structures Use and identify
Progression in Learning skills	Singing	Sing familiar songs, chants & rhymes, in a group or on their own, increasingly matching pitch and following melody	Sing with a sense of the melody Sing with expression, varied dynamics	Sing tunefully in a range of styles Explore range Call and response, rounds, partner songs	Sing tunefully in a range of styles, develop awareness of vocal range and vocal health Rounds, partner songs, simple harmonies
	Playing	Make rhythmical and repetitive sounds using bodies, voices, instruments.	More control and accuracy of tuned & untuned percussion. Explore instrumental sounds creatively	Play a part within a group Keep a steady beat while playing repeated rhythmic or melodic pattern Beginning recorder skills	Beginner viola/cello skills (2 terms over Year 5/6) Play a range of percussion instruments with control and accuracy Play a part within a group
	Rehearsing	Create collaboratively, sharing ideas, resources and skills	Play in time with others Begin to layer sounds in a group	Discuss how to improve within a group to create effects, reflect and improve	Allocate roles co-operatively Continue a creative process as a group Perform and reflect

				Lead a group, giving non-verbal signals to stop, start, change dynamics or tempo	
	Notating	Freely draw while listening to music or songs.	Respond to graphic notation. Invent notation to represent changes in dynamics, tempo ,duration. Begin to recognise simple rhythmic notation	Recognise and use rhythmic notation for semibreves, minims, crotchets, quavers, semiquavers. Begin to recognise pitch notation on a stave.	Recognise notes on a stave Note names Chord symbols
	Listening & responding	Listen attentively, move to and talk about music, expressing their feelings and responses	Recognise changes in mood and respond in different ways - movement, sound, drawing. Use descriptive vocabulary.	Compare and contrast music heard & performed. Aware of context, purpose and intent Use musical dimensions to describe what they have heard or played	

WIGGINTON PRIMARY SCHOOL -MUSIC - CORE VOCABULARY PROGRESSION

RECEPTION	SOUND FAST HIGH LONG	SILENCE SLOW LOW SHORT	LOUD	QUIET
YEAR ONE AND TWO	PULSE MELODY DYNAMICS PITCH TIMBRE PERCUSSION BRASS TUNED	RHYTHM TEMPO DURATION STRINGS WOODWIND UNTUNED		
YEAR THREE AND FOUR	COMPOSE STRUCTURE	IMPROVISE TEXTURE		

	SEMIBREVES MINIMS CROTCHETS QUAVERS SEMIQUAVERS NOTATION SOLO ENSEMBLE
YEAR FIVE AND SIX	MAJOR MINOR SIMPLE TIME COMPOUND TIME STAVE STAFF NOTATION CHORDS HARMONY GENRE VIOLIN VIOLA CELLO STRINGS BOW BRIDGE