

Westbury-on-Severn CE Primary School Progression Map: Music

At Westbury on Severn, our music curriculum intends to inspire creativity, self-expression and encourages our children on their musical journeys as well as giving them opportunities to connect with others. We hope to foster a life-long love of music by exposing them to diverse musical experiences and igniting a passion for music. By listening and responding to different musical styles, finding their voices as singers and performers and as composers, all will enable them to become confident, reflective musicians.

The aims of our Music curriculum are to develop pupils who:

- Can sing and use their voices individually and in a group
- Create and compose music on their own and with others
- Use technology appropriately when composing
- Have opportunities to learn a musical instrument
- Understand and explore how music is created, produced and communicated
- Listen to, review, and evaluate the work of great composers and musicians from a range of historical periods, genres, styles and traditions

Through a range of composers and performers throughout history and from differing backgrounds, communities and genders, we enable children to enjoy and have an appreciation of a range of different musical styles e.g. Classical, Jazz, Hip Hop, Pop, Rock etc. They are taught to use and understand musical language and include musical features in their own work, make judgements about the quality of music, have opportunities to play a wide variety of tuned and un-tuned instruments and have different opportunities to take part in performances,

Gloucestershire music – We are supported through the year by experts from Gloucestershire music who provide bespoke class lessons to our children. Whole class sessions in instruments such as clarinet, trumpet, records, violin and ukulele are provided for all classes and year groups. These always end in a whole class performance to families and the school and are well attended. All children perform in ensemble, and talented pupils are identified and encouraged to take up the opportunity to perform a solo.

Peripatetic classes and extra-curricular activities – We offer a range of private classes for children in school including drums, violin and piano. There is a well-established free afterschool drama club which is open to all children from Y2 to year 6 and a singing club open to children from Y1 – Y6. The end of year performance (Y2-6) is of a consistently exceptionally high standard, due to the commitment and talent from several members of staff (rehearsals start in January) and the high aspirations held that everyone will contribute. The final performance is staged using professional lighting and staging at Westbury Parish Hall and is a well-attended community event and a huge fund raiser for the Friends of Westbury. These performances exemplify our Curriculum driver of **Excellence** and our vision of Dreaming big.



Music	Pre-school	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performing – singing and playing Knowledge	<ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody 	<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes Sing in a group or on their own, increasingly matching the pitch and following the melody play tuned and untuned instruments musically ELG – Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music. 		<ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes Sing in a group or on their own, increasingly matching the pitch and following the melody 		<p>National curriculum</p> <ul style="list-style-type: none"> 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 inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations 		
Skills	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them. Sing in a group or on their own, increasingly matching the pitch and following the melody 	<ul style="list-style-type: none"> Follow instructions to play tuned and un-tuned instruments. Sing and imitate high and low sounds. Take part in singing. 	<ul style="list-style-type: none"> Follow instructions on how and when to sing/play an instrument. Sing well known songs and rhymes Take notice of others when performing. Make and control long and short sounds (duration). Imitate changes in pitch– high and low. 	<ul style="list-style-type: none"> Sing songs in ensemble following the tune (melody) well. Use voice to good effect understanding the importance of warming up first. Perform in ensemble with instructions from the leader. Make and control long and short sounds using voices and instruments, playing by ear and including 	<ul style="list-style-type: none"> Sing songs from memory with accurate pitch and in tune. Show control in voice and pronounce the words in a song clearly (diction). Maintain a simple part within an ensemble. Play notes on instruments clearly and including steps/ leaps in pitch. Improvise (including call 	<ul style="list-style-type: none"> Sing in tune, breathe well, pronounce words, change pitch and dynamics. Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture). Perform with control and awareness of what others are singing/ playing. Improvise within a group using more 	<ul style="list-style-type: none"> Show control, phrasing and expression in singing. Hold part in a round (pitch/structure). Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. Improvise on own with increasing aural memory. 	<ul style="list-style-type: none"> Sing or play from memory with confidence. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex instrumental parts. Improvise using 5 notes of the pentatonic scale.



				simple improvisation (duration).	and response) within a group using 1 or 2 notes.	than 2 notes.		
Composing Knowledge	<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. Watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the interrelated dimensions of music play tuned and un-tuned instruments musically 	<ul style="list-style-type: none"> experiment with, create, select and combine sounds using the interrelated dimensions of music play tuned and un-tuned instruments musically 	<ul style="list-style-type: none"> expression with increasing accuracy, fluency, control and improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations 				
Skills	<ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills. Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> Make long and short sounds Clap a rhythm Make clearly different sounds e.g high and low, fast and slow. 	<ul style="list-style-type: none"> Make a sequence of long and short sounds with help (duration). Clap longer rhythms with help. Make different sounds (high and low- pitch; loud and quiet- dynamics; fast and slow-tempo; quality of the sound- smooth, crisp, scratchy, rattling, tinkling etc.- timbre). 	<ul style="list-style-type: none"> Carefully choose sounds to achieve an effect (including use of ICT). Order sounds to create an effect (structure- beginnings/end ings). Create short musical patterns. Create sequences of long and short sounds- rhythmic 	<ul style="list-style-type: none"> Compose and perform melodies using two or three notes. Use sound to create abstract effects (including using ICT). Create/ improvise repeated patterns (ostinati) with a range of instruments. Effectively choose, order, 	<ul style="list-style-type: none"> Compose and perform melodies using three or four notes. Create accompaniments for tunes using drones or melodic ostinati (riffs). 	<ul style="list-style-type: none"> Compose and perform melodies using four or five notes. Use a variety of different musical devices including melody, harmony and rhythms. Create own songs (raps- structure). Identify where to place emphasis and accents in a song to create 	<ul style="list-style-type: none"> Compose and perform melodies using five or more notes. Show confidence, thoughtfulness and imagination in selecting sounds and structures to convey an idea. Create music reflecting given intentions and record using standard



				<p>patterns (duration).</p> <ul style="list-style-type: none"> Control playing instruments so they sound as they should. Use pitch changes to communicate an idea. Start to compose with two or three notes. 	combine and control sounds (texture/structure).		effects (duration).	<p>notation.</p> <ul style="list-style-type: none"> (Combine all musical dimensions).
Appraising Knowledge	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. 	<ul style="list-style-type: none"> Watch and talk about dance and performance art, expressing their feelings and responses.(PE) Explore and engage in music making and dance, performing solo or in groups. Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. 	<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> <ul style="list-style-type: none"> develop an understanding of the history of music. use and understand staff and other musical notations 				

Skills	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses 	<ul style="list-style-type: none"> Say how music makes them feel Identify some sounds/instruments in simple music 	<ul style="list-style-type: none"> Hear the pulse in music. Hear different moods in music. Identify texture—one sound or several sounds? Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). 	<ul style="list-style-type: none"> Identify the pulse in music. Recognise changes in timbre (sound quality- smooth, crisp, scratchy, rattling, tinkling etc.), dynamics (loud and quiet), tempo (fast and slow) and pitch (high and low). Start to recognise different instruments. 	<ul style="list-style-type: none"> Internalise the pulse in music. Know the difference between pulse and rhythm. Start to use musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words to identify where music works well/ needs improving. 	<ul style="list-style-type: none"> Know how pulse stays the same but rhythm changes in a piece of music. Listen to several layers of sound (texture) and talk about the effect on mood and feelings. Use more musical dimensions vocabulary to describe music—duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Identify orchestral family timbres. Identify cyclic patterns. 	<ul style="list-style-type: none"> Know how pulse, rhythm and pitch fit together. Use a range of words to describe music (eg. duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre, silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). Use these words to identify strengths and weaknesses in own and others' music. 	<ul style="list-style-type: none"> Know how the other dimensions of music are sprinkled through songs and pieces of music. Use musical vocabulary confidently to describe music. Work out how harmonies are used and how drones and melodic ostinati (riffs) are used to accompany singing. Use knowledge of how lyrics reflect cultural context and have social meaning to enhance own compositions. Refine and improve own/ others' work.
Listening and understanding Knowledge	listen with concentration and understanding to a range of high-quality live and recorded music					<ul style="list-style-type: none"> appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians listen with attention to detail and recall sounds with increasing aural memory 		

Skills		<ul style="list-style-type: none"> • Know how sounds are made higher or lower. • Use their voice in different ways. 	<ul style="list-style-type: none"> • Listen for different types of sounds. • Know how sounds are made and changed. • Make sounds with a slight difference, with help. • Use voice in different ways to create different effects. 	<ul style="list-style-type: none"> • Listen carefully and recall short rhythmic and melodic patterns. • Use changes in dynamics, timbre and pitch to organise music. • Change sounds to suit a situation. • Make own sounds and symbols to make and record music. • Start to look at basic formal notation- play by ear first. • Know music can be played or listened to for a variety of purposes (in history/ different cultures). 	<ul style="list-style-type: none"> • Use musical dimensions together to compose music. • Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols (duration). • Play with a sound-then-symbol approach. • Use silence for effect and know symbol for a rest (duration). • Describe different purposes of music in history/ other cultures. 	<ul style="list-style-type: none"> • Combine sounds expressively (all dimensions). • Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests). • Know that sense of occasion affects performance. • Describe different purposes of music in history/ other cultures. 	<ul style="list-style-type: none"> • Create music with an understanding of how lyrics, melody, rhythms and accompaniments work together effectively (pitch/texture/structure). • Read/ work out the musical stave (notes as Year 4). • Perform songs in a way that reflects the meaning of the words, the venue and sense of occasion so that the audience appreciates it. • Describe different purposes of music in history/ other cultures. 	<ul style="list-style-type: none"> • Use increased aural memory to recall sounds accurately. • Use knowledge of musical dimensions to know how to best combine them. • Know and use standard musical notation to perform and record own music (adding dotted quavers). • Use different venues and occasions to vary performances.(Combining all musical dimensions). • Describe different purposes of music in history/other cultures.
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