

Music Progression Map



ROKEBY PRIMARY SCHOOL

PART OF STOWE VALLEY MULTI ACADEMY TRUST

Level Expected at the end of EYFS (ELG)

Expressive Arts and Design- Being Imaginative and Expressive

- 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.

Key Stage 1 National Curriculum Expectations

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key Stage 2 National Curriculum Expectations

- 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.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Intent

At Rokeby, we want our children to become creative, talented and knowledgeable musicians; musicians who can interpret music in a way that helps them enjoy and appreciate. We want our pupils to be able to converse in the 'universal language' of music so that the door to opportunities is open to them.

- A Rokeby musician can **sing** a range of songs from different genres, countries and cultures. A Rokeby musician can use their voice as an instrument.
- A Rokeby musician can **listen** to a wide range of music and sounds and hear similarities and differences in pitch, duration, dynamics, tempo, timbre, texture, structure and make poignant comments about the music and styles.
- A Rokeby musician can **compose and improvise** songs, tunes, melodies and organised sound using their voices, tuned and untuned percussion. A Rokeby composer can use both standard and non-standard forms of notation.

- A Rokeby musician can **perform** to a range of audiences to convey meaning and enjoyment. A Rokeby musician's confidence is ever increasing. A Rokeby performer can use both standard and non-standard forms of notation.
- A Rokeby musician can **evaluate** theirs and others musical compositions and interpretations. A Rokeby musician can suggest strengths and areas of improvement and reflect on different musical pieces.

Implementation

Music is taught in blocks throughout the year. The music curriculum is taught as a stand alone topic, but where meaningful links can be made with the topic or text, the teachers will do so. Each phase (KS1, LKS2 and UKS2) repeats the theme from the previous year so that learning can built on, providing good foundations for musical knowledge and learning.

We put a large emphasis on **singing** and teaching children to use their voices as their primary instrument. We believe that an enjoyment of singing will lead to a more joyful experience of music and it is something that parents can easily support at home.

Listening to music from a wide range of times, backgrounds, religions, races and genres is important for children to develop their wider life skill of tolerance and also to help them decide on what music they enjoy. Music helps to shape an individual, so by allowing children to experience a wide range of music we are giving the children every opportunity to expand their experiences.

Composing music, **improvising** and making adaptations to current music takes place throughout our curriculum. Children also have the opportunity to **perform** at least half termly to audiences of varying sizes from within the class to assemblies and inviting parents in. After performances and within rehearsals, children are encouraged to **evaluate** their music to make adaptations for their audiences.

Our curriculum is enhanced by Our local music service who provide instrument teaching to whole classes in key stage 2. The instruments are both tuned and untuned; djembe and xylophone.

In the Early years, music should have the opportunity to be a part of the continuous provision where there are meaningful links and these links enhanced and promoted through interaction and questioning from staff. Children will engage with musical activities and start to show an interest in how sounds are made.

Our provision for music is clearly mapped out for each group so that progress and development of skills and knowledge, is key. We promote our children's language and vocabulary by frequent use of their Foundation Subject Dictionary.

All class teachers identify which children are WTS, EXS and GDS for each lesson and edit and adapt future lessons in reflection of this.

Children who show a particular 'talent' for music will be encouraged to take up instrumental lessons.

Impact

A great deal has been accomplished in the past year in music – the following is a list of the main achievements against last year's action plan:

- Teachers now work from a scheme in order to provide accessible and consistent teaching throughout the school.
- The scheme has been adapted to suit and support the Rokeby curriculum, forming interdisciplinary links.
- The curriculum shows a clear progression in acquiring, practising and mastering skills in music.
- Teachers have demonstrated their understanding of children's ability through their assessment sheets.
- Teachers have responded to a skills audit, the results of which have informed future CPD.
- Teachers have greater confidence in delivering music lessons.
- The Let's Listen programme has been developed and rolled out to ensure that music remains a priority in the half-terms when music is not taught separately.
- Resources have been audited and areas for replenishment have been identified.

- Children have greater opportunities to perform in front of an audience, through Young Voices, the KS1/KS2 Christmas concerts, the Spring Disney Concert and the Year 6 Leavers' Play.
- Singing is promoted as a priority within the school.
- The school is working with the County Music Service to widen the range of opportunities for children to play different instruments.
- Music has been led well by the co-ordinator and transition meetings have taken place with the new incumbent to ensure continuity.

SINGING

Autumn Term for all year groups

Key stage 1: Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Key Stage 2: Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

EFYS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
WALT sing echo songs. Special people: Say Hello, How do you do.	WALT use our voices to create different sounds. Ourselves: lesson 1	WALT use our voices to create and express feelings Ourselves: lesson 1	WALT use our voices to enhance a song Poetry: lesson 1	WALT recognise notation when understanding rhythm. Skills Builder: Taj Mahal	WALT sing a melodic ostinato Our community: lesson 1	WALT sing in three part harmony Journeys: lesson 1
WALT sing and perform greeting actions and movements Special people: How do you do, Say Hello and Hello	WALT use our voices in different ways such as singing, speaking and chanting. Ourselves: lesson 2	WALT use our voices to explore pitch Skills Builder: Popcorn	WALT use our voices to express contracting moods Poetry: lesson 2	WALT use our voices to perform a poem with canon and ostinato. Poetry: lesson 1	WALT compose a short piece of music based on Rugby Our community: lesson 2	WALT sing with expression. Journeys: lesson 2
WALT sing and perform actions to well known songs Special people: Hands, feet and faces; make a face	WALT use our voices to create high and low sounds. Skills Builder: Bears in the Wood.	WALT use our voices to explore pitch Ourselves: lesson 2	WALT understand and use rhythmic pattern Skills Builder: Pop of the Peeps	WALT use our voices to make a wide variety of sounds for effect. Poetry: lesson 2	WALT arrange a song and perform it. Our community: lesson 3	WALT perform a learnt song Journeys: lesson 3
WALT sing and perform actions to well known songs including nursery rhymes.	WALT use our voices to express some effect on the listener. Ourselves: lesson 3	WALT use our voices to express mood. Ourselves: lesson 3	WALT use our voices in a rhythmic pattern. Poetry: lesson 3	WALT use our voices to learn a rap, using rhythm. Song Bank: Banana Mango	WALT sing in unison Our community: lesson 4	WALT sing, with increasing confidence, on harmony. Journeys: lesson 4
WALT sing and play sounds and move at different speeds Special People: I've got a tambour	WALT use our voices to chant familiar stories. Skills Builder: Goldilocks and the three bears	WALT use our voices to explore different dynamics. Song Bank: Thunder Echoes	WALT sing in unison to a known tune Song Bank: Cinderella	WALT use our voices with rhythmic accuracy Poetry: lesson 3	WALT adapt a known song to make a fusion. Our community: lesson 5	WALT sing in both major and minor scales Journeys: lesson 5
WALT move expressively to well known songs. Special people: Bird calls	WALT use our voices to chant and perform to an audience. Skills Builder: Goldilocks and the three bears	WALT use our voices to explore different dynamics and perform to an audience Song Bank: Thunder Echoes	WALT sing in unison to a known tune and perform in front of an audience Song Bank: Cinderella	WALT use our voices to perform choral speaking Poetry: lesson 3	WALT perform a song with confidence. Our community: lesson 6	WALT develop a song, ready for performance Journeys: lesson 6

SPRING TERM

Key stage 1: Experiment with, create, select and combine sounds using inter-related dimensions of music.

Key stage 2: Improvise and Compose music for a range of purposes using the inter-related dimensions of music

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
WALT make sounds to a story Going places: lesson 1 (Noah)	WALT understand how music tells a story Storytime: Lesson 1	WALT understand how music, dance and drama can tell a story. Storytime: lesson 1	WALT create sounds and actions to a video. Building: lesson 1	WALT sing in unison Building: lesson 1	WALT to sing in 2 or 3 parts Life cycles: lesson 1	WALT use music to tell a traditional cultural story. Roots: lesson 1
WALT respond to high and low sounds Going places: lesson 2 (The jack rap)	WALT play tuned untuned percussion and perform our rap. Storytime: lesson 1	WALT choose tuned and untuned percussion for effect. Storytime: lesson 1	WALT understand how music can be organised in sequences Building: lesson 1	WALT combine body percussion ostinato to accompany our singing Building: lesson 1	WALT read a melody in staff notation Life cycles: lesson 1	WALT improvise descriptive music to retell a traditional cultural story Roots: lesson 2
WALT perform with high, medium, and low vocal sounds. Going places: lesson 3 (three bear rap)	WALT play percussion to share our ideas Storytime: lesson 2	WALT create sound effects using our voices Storytime: lesson 2	WALT understand how music can be organised in layers Building: lesson 2	WALT understand texture and structure Building: lesson 2	WALT create rhythmic ostinato Life cycles: lesson 2	WALT play traditional Ghanaian rhythms. Roots: lesson 3
WALT sing and play music with steps and leaps, accompanied by pitched instruments. Going places: lesson 4 (Popcorn)	WALT select tuned and untuned percussion to make sound effects Storytime: lesson 2	WALT choose instruments for effect Storytime: lesson 3	WALT rehearse and evaluate a performance. Building: lesson 2	WALT create rhythmic ostinato Building: lesson 2	WALT combine vocal and percussive sounds Life cycles: lesson 3	WALT develop a descriptive composition Roots: lesson 4
WALT sing and play high and low notes, and develop listening skills through matching movement to pitch. Going places: Lesson 5 (Rhyme time)	WALT rehearse and evaluate our performance Storytime: lesson 3	WALT rehearse our sound picture Storytime: lesson 3	WALT create music using our own ideas. Building: lesson 3	WALT understand structure in music Building: lesson 3	WALT consider structure in our composition Life cycles: lesson 4	WALT combine rhythm and structure to create music. Roots: lesson 5
WALT Sing stepping notes that move up and down accompanied by tuned percussion and hand actions. Going places: Lesson 6 (Mousie Brown)	WALT perform with concentration Storytime: lesson 3	WALT perform our sound picture. Storytime: lesson 3	WALT rehearse and perform music. Building: lesson 3	WALT understand drone. Building: lesson 3	WALT create descriptive music Life cycles: lesson 6	WALT develop, rehearse and perform to an audience Roots: lesson 6

SUMMER TERM

Key Stage 1: Play tuned and untuned instruments musically

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2: Use and understand staff and other musical notation

Develop and understanding of the history of music

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
WALT use sound effects and instruments to retell stories from songs <i>Stories and Sounds: Colourful Creatures</i>	WALT recognise and develop a sense of tempo. <i>Number: lesson 1</i>	WALT understand beat and rhythm. <i>Number: lesson 1</i>	WALT understand pitch <i>In the past: lesson 1</i>	WALT play music from simple rhythm and pitch notations <i>In the past: lesson 1</i>	WALT interpret notation <i>At the movies: lesson 1</i>	WALT perform music for a special occasion <i>Class awards: lesson 1</i>
WALT make up words and sounds to accompany songs and chants <i>Stories and sounds: Jamaquack jive</i>	WALT identify and perform changes in tempo. <i>Number: lesson 2</i>	WALT understand the difference between beat and rhythm <i>Number: lesson 2</i>	WALT understand pitch <i>In the past: lesson 1</i>	WALT play music from simple rhythm and pitch notations <i>In the past: lesson 1</i>	WALT compose sound effects to perform with a movie <i>At the movies: lesson 2</i>	WALT compose programme music from visual stimuli <i>Class awards: lesson 2</i>
WALT use instruments to create performances <i>Stories and Sounds: Sing me a story</i>	WALT recognise and respond to changes in tempo <i>Number: lesson 3</i>	WALT understand the difference between beat and rhythm <i>Number: lesson 3</i>	WALT understand and read simple pitch notations <i>In the past: lesson 2</i>	WALT play a cultural dance from notation <i>In the past: lesson 2</i>	WALT create and perform a sequence of phrases <i>At the movies: lesson 3</i>	WALT composes for a rap <i>Class awards: lesson 3</i>
WALT play sound-makers and instruments to accompany songs <i>Stories and Sounds: Copycat sounds</i>	WALT play untuned instruments musically.	WALT play tuned instruments musically and with increased control.	WALT understand and read simple pitch notations <i>In the past: lesson 2</i>	WALT play a cultural dance from notation <i>In the past: lesson2</i>	WALT use musical dimensions to create and perform music <i>At the movies: lesson 4</i>	WALT develop a performance <i>Class awards: lesson 4</i>
WALY perform hand, arm and full body actions to accompany songs <i>Stories and Sounds: Rock Candy</i>	WALT play untuned instruments musically.	WALT play tuned instruments musically and with increased control.	WALT understand and read simple rhythm notations <i>In the past: lesson 3</i>	WALT play a 1960s pop song from notation <i>In the past: lesson 3</i>	WALT follow a timesheet to create sounds for a movie <i>At the movies: lesson 5</i>	WALT develop an extended performance <i>Class awards: lesson 5</i>
WALT Sing and act out stories within songs. <i>Stories and sounds: Tell me a tale.</i>	WALT play untuned instruments musically.	WALT play tuned instruments musically and with increased control.	WALT understand and read simple rhythm notations <i>In the past: lesson 3</i>	WALT play a 1960s pop song from notation <i>In the past: lesson 3</i>	WALT evaluate and refine compositions. <i>At the movies: lesson 6</i>	WALT rehearse and perform with an awareness for the audience <i>Class awards: lesson 6</i>

LISTENING

Key Stage 1: Listen with concentration and understanding to a range of high quality live and recorded music

Key stage 2: Listen with attention to detail and recall sounds with increasing aural memory.

Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.

Listening skills are interwoven throughout the curriculum and also 3 additional 'Let's Listen' sessions during each half term.

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>WALT recognise a nursery rhyme from the melody and can join in some words and movements.</p> <p>WALT join in a well known melody.</p> <p>WALT move to music</p>	<p>WALT recognise a nursery rhyme from the melody and do not need the words to join in.</p> <p>WALT join in and finish a well known melody.</p> <p>WALT move appropriately to music that interests us.</p> <p>WALT describe how music makes us feel.</p>	<p>WALT recognise and finish a well known melody.</p> <p>WALT listen and move appropriately to a variety of live and recorded music.</p> <p>WALT describe how music makes us feel.</p> <p>WALT identify simple repeated patterns.</p>	<p>WALT describe music using the vocabulary of the inter-related dimensions of music.</p> <p>WALT describe how music makes us feel.</p> <p>WALT Communicate ideas, thoughts, feelings and musical observations giving simple justifications of reasons for responses.</p>	<p>WALT describe music using the vocabulary of the inter-related dimensions of music.</p> <p>WALT start to describe the effect a composer has on an audience.</p> <p>WALT describe how music makes us feel.</p> <p>Listen to live and recorded music from different traditions and genres showing an understanding of the music's style.</p>	<p>WALT describe music using the vocabulary of the inter-related dimensions of music.</p> <p>WALT describe the effect a composer has on an audience.</p> <p>WALT describe how music makes us feel.</p> <p>Listen and evaluate live and recorded music from different traditions and genres showing an understanding of the music's style.</p>	<p>WALT describe music using the vocabulary of the inter-related dimensions of music.</p> <p>WALT describe the effect a composer has on an audience.</p> <p>WALT describe how music makes us feel.</p> <p>Listen, musically analyse and evaluate a range of live and recorded music from different traditions, genres, styles and times in depth, responding appropriately to the context.</p>

UP-BEAT with Warwickshire Music Service

Key Stage 1: Play tuned and untuned instruments musically

Key stage 2: Use and understand staff and other musical notation

Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.						
When	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn 1					<p>TUNED – Xylophone or Glockenspiel WALT play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. WALT follow the conductor carefully WALT maintain my own part and be aware how the different parts fit together</p>	
Autumn 2						<p>TUNED – BoomWhackers WALT play and perform with accuracy, fluency, control and expression. WALT follow the conductor carefully. WALT consider the audience when performing and how to create a specific effect.</p>
Spring 1				<p>UNTUNED – Djembe WALT perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. WALT follow the conductor for cues in dynamic and hold my part within the ensemble.</p>		

Spring 2		UNTUNED - Djembe WALT begin to perform simple, rhythmical patterns and beginning to develop our awareness of pulse. WALT consider other in our ensemble when performing to an audience.				
Summer 1			Tuned – Xylophone or Glockenspiel WALT play simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. WALT consider others in our ensemble when performing to an audience and watch the conductor for cues.			
Summer 2	UNTUNED - Djembe WALT understand and show an awareness of pulse. WALT understand that you perform to an audience					

INTER-RELATED DIMENSIONS OF MUSIC

At Rokeby, the inter-related dimensions of music are interwoven with in the music curriculum. The table below shows when children are exposed to each element of music.

Tempo: How fast or slow a piece of music/section of music is.

Rhythm: The pattern of sounds of different lengths.

Pitch: How high or low a sound is.
Timbre: Different types of sounds and the ways sounds are made/played.
Dynamics: How loud or quiet a sound is.
Texture: The different layers of sound within a song/piece of music.
Structure: How the music is 'laid out'.
Melody: The 'tune' of a piece of music or song
Silence: No sound
Harmony: an accompaniment that enhances the melody

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Silence Melody	Silence Melody Tempo Pitch	Silence Melody Tempo Pitch Dynamics	Silence Melody Tempo Pitch Dynamics Rhythm	Silence Melody Tempo Pitch Dynamics Rhythm Timbre	Silence Melody Tempo Pitch Dynamics Rhythm Timbre Harmony Texture Structure	Silence Melody Tempo Pitch Dynamics Rhythm Timbre Harmony Texture Structure