

Music Progression at Riston CE Primary Academy and Sigglesthorne CE Primary Academy

Intent	<p><u>Music</u></p> <p>The National Curriculum for music aims to ensure that all children:</p> <ul style="list-style-type: none"> perform, listen to, review and evaluate music be taught to sing, create and compose music understand and explore how music is created, produced and communicated <p>At Riston Church of England Primary Academy and Sigglesthorne Church of England Primary Academy, children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. We are committed to developing a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.</p>
Implementation	<p>The music curriculum ensures children sing, listen, play, perform and evaluate. This is embedded in the classroom through the structured music programme, which follows the National Curriculum with appropriate adapted items from the Model Music Curriculum.</p> <ul style="list-style-type: none"> The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom children learn key aspects of music through cross-curricular links and knowledge is embedded through revisiting concepts using a spiral curriculum approach. They also learn how to compose, focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Simple songs learned in key stage 1 are used for the ingredients for music composition – pitch and rhythm. Composing or performing using body percussion, recorder and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.
Impact	<p>Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon.</p> <ul style="list-style-type: none"> The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. They regularly perform in school and in the wider community. They can dissect music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.
Substantive Knowledge and Disciplinary Knowledge	<p>Within Music we follow the National Curriculum but also the Model Music Curriculum (MMC) – adapted to our setting – these do not categorise into substantive and disciplinary knowledge. We have merged the two as they are interchangeable eg. children can perform notation but not necessarily be able to read it.</p>
Spiral Curriculum	<p>Music is taught using a spiral curriculum, the same material is revisited in a more complex way. Lessons are taught in mixed classes but children are given differentiated activities to ensure their learning is differentiated to their age.</p>

Substantive and Disciplinary Knowledge – Strand progression

MUSIC							
F1 (nursery)	F2 (reception)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing							
Substantive and Disciplinary Knowledge							
To chant and sing a range of simple songs and rhymes - higher and lower but not yet exactly pitch match (not exactly in tune)	To chant and sing a range of songs and rhymes - higher and lower and exactly pitch match two sounds (be in tune).	To chant and sing a range of songs and rhymes - higher and lower and exactly pitch match three sounds. To experience a song from a different culture: eg. Kye Kye Kule (Call and response, echo -Africa - Ghana - Sing Up)	To chant and sing a range of songs and rhymes - higher and lower and exactly pitch match three to five pitches and show the pitch shape with their finger (A little Echo and Kye Kye Kule - SIng Up) To following simple performance instructions dynamics (volume), tempo (speed) To experience a song from a different culture: eg. Kye Kye Kule (Call and response, echo -Africa - Ghana) - mark the pulse and clap the rhythm of the words.	To chant and sing a range of songs and rhymes in a comfortable singing position - sing in tune with a significant pitch range (a wide range of notes) Be able to take part in a singing warm up (Sing up - Boom Chicka Boom). To following simple performance instructions dynamics (volume), tempo (speed) To experience a song - mark the pulse and clap the rhythm of the words. Sing an independent part in a group eg. verse and ostinato accompaniment (Sing up - Black socks with ostinato).	To chant and sing a range of songs and rhymes in a comfortable singing position - sing in tune with a significant pitch range and key change. Harvest Tango (Sing Up) Be able to take part in a singing warm up. To following simple performance instructions dynamics (volume), tempo (speed) To experience a song - mark the pulse and clap the rhythm of the words. Sing an independent part in a group eg. verse and ostinato accompaniment. To attempt to sing in two parts, Black Socks as a round.	To chant and sing a range of songs and rhymes in a comfortable singing position - sing in tune with a significant pitch range and more complex rhythms (Across the Field - Sing Up) Be able to take part in a singing warm up with good posture and breathing. To following simple performance instructions dynamics (volume), tempo (speed) To experience a song - mark the pulse and clap the rhythm of the words. Sing an independent part in a group eg. verse and ostinato accompaniment. To sing in two parts and hold their part. Across the Field (Sing Up)	To chant and sing a range of songs and rhymes in a comfortable singing position - sing in tune with a significant pitch range, syncopation and good diction - Hey Mr Miller - Sing Up). Be able to take part in a singing warm up. To following simple performance instructions dynamics (volume), tempo (speed) To experience a song - mark the pulse and clap the rhythm of the words. Sing an independent part in a group eg. verse and ostinato accompaniment. To sing in three parts Hey Mr Miller .
Curriculum materials and resources used. Core songs							
Sing up, You Tube	Sing up, You Tube	Sing up, You Tube	Sing up, You Tube	Sing up, You Tube	Sing up, You Tube	Sing up, You Tube	Sing up, You Tube
Key Vocabulary							
Speaking voice	Singing voice	Singing or speaking voice, rhyme, song	Singing in tune	A round	Part singing	Singing technique, posture and breathing.	Stagecraft and diction.
Musicianship							

Substantive and Disciplinary Knowledge							
To be able to copy a pulse action led by a teacher when listening to music.	To be able to make a pulse action by rocking on the floor moving in time with the music.	Talk about duration, long or short notes and copy rhythms performed by my teacher (crotchet and quaver rhythms using Mr Gray Music YouTube) Identify changes in pitch using correct vocabulary high/low using hand signs. Understand the word pulse and maintain a pulse patting knees. Describe different types of sound (timbre) made by percussion instruments (un-tuned).	Identify changes in pitch using correct vocabulary high/low/middle and illustrate with hand gestures. Maintain a pulse clapping including tempo changes (Hurry Up Harvest - Sing Up). Read stick notation rhythms (crotchet, quavers and crotchet rest - Mr Gray Music) Understand the word pulse and maintain a pulse clapping.	Read stick notation including crotchet, quavers, crotchet rest and minims. Use the actual note names for B A G in the treble clef. Maintain a pulse whilst playing the recorder. Be able to use the language about music dimensions with a vocabulary mat for scaffolding. To understand the words and difference between pulse and rhythm. Maintain a pulse with an untuned percussion instrument.	Read stick notation including crotchet, quavers, crotchet rest and minims semibreves Identify pitch changes and use notes names B A G and C D E. Perform using the pentatonic scale - Ladybird (Musication) with tuned percussion Ladybird - Boomwhackers + rhythm . Perform a simple five pitch song on the recorder. Maintain a pulse whilst performing chords on tuned percussion. Describe a range of orchestral instruments (Use the Young Person's Guide to the Orchestra piece by Brittain) by name and use language about music dimensions - identifying at least one.	Identify and record note names of a full octave for C D E F G A B C in the treble clef. Perform using the pentatonic scale. Read stick notation including crotchet, quavers, crotchet rest, minims, semibreves, semi-quavers. Use the Wellerman rhythm play along The Wellerman Sea Shanty: Rhythm Play-Along [Kid Friendly!] Describe some of the music dimensions including pulse, pitch, rhythm, dynamics and tempo without support. Display these performances on an instrument.	Identify and record note names of a full octave for C D E F G A B C in the treble clef. Understand what a musical stave is and read B A G on it playing the recorder. Using Melody Maker (Google Chrome Music Lab) write a song. Eg. The Wellerman WELLERMAN on Chrome Music Lab Song Maker Read stick notation including crochet, quavers, crotchet rest, minims, semibreves, semi-quavers. To use <u>some</u> of the specific language of dimensions eg. dynamics, tempo and timbre including (forte - loud - , piano - quiet - crescendo, decrescendo - getting louder getting quieter)
Curriculum materials and resources used							
Jolly Music Beginner	Jolly Music Beginner	Jolly Music Beginner and Level 1	Jolly Music Beginner and Level 1.	You Tube - Mr Gray Music - recorder and rhythm play along You Tube - Musication Sing Up	You Tube - Mr Gray Music - recorder and rhythm play along You Tube - Musication Sing Up	You Tube - Mr Gray Music recorder and rhythm play along You Tube - Musication Sing Up	You Tube - Mr Gray Music recorder and rhythm play along You Tube - Musication Sing Up
Vocabulary - starts in Year 1 as the National curriculum/Model Music Curriculum begins.							
Rhyme	Song	Pulse	Rest, Rhythm, Pitch	Notes names, tempo, dynamics	Pentatonic scale (5 note pattern of notes), timbre.	Structure, crotchet, quaver, semi quaver, minim.	Texture, Semibreve (4 beats)+
Listening							

Substantive knowledge							
To be exposed to a range of music and be led by the teacher to respond to it through copying gestures.	To be exposed to a range of music (previously listened to) and 5 additional pieces from the school listening music curriculum.	To be exposed to a range of music (previously listened to) and 5 additional pieces from the school listening music curriculum. Be aware of tempo (speed) and dynamics (volume) and respond with movement.	To be exposed to a range of music (previously listened to) and 5 additional pieces from the school listening music curriculum. Be aware of tempo (speed) and dynamics (volume) including (getting louder/softer)	To identify but not necessarily use the exact vocabulary: pitch (recognising melodies and ostinatos) duration (rhythm and pulse) dynamics (forte, piano).	To explore structure (call/response, phrases), texture (solo) and harmony . Be aware of different instruments and specifically naming one. Recognise brass, woodwind, strings and percussion instruments in an orchestra.	To identify/describe - dynamics & articulation (forte, piano, crescendo, Identify specific rhythm patterns - ostinato/riff. To listen to and recognise pop, classical, folk, jazz and cultural music.	To be able to appraise all genres and apply all the dimensions of music To listen and identify pop, classical, folk, jazz, cultural and fusion genres of music.
	Respond to it through gestures/dance movements they spontaneously improvise recognising when music becomes faster or slower	Be aware of different instruments To listen to and recognise Pop music	Be aware of different instruments and specifically naming one. To articulate likes and dislikes and recognise Pop and classical music	Be aware of different instruments and specifically name several. To listen to and recognise pop, classical and folk music	To listen to and recognise pop, classical, folk and jazz music	Identify: orchestra/band/choir	
Curriculum materials and resources used plus Siggleshore and Riston 'school listening pieces' - pieces in bold are core pieces.							
	Carnival of the Animals - Classical (CI) Tortoise and The Elephant The Can Can (CI) Farmer Nappy Back Yard Gang - Pop	-Carnival of the Animals -Tortoise, The Elephant (CI) -The Can Can (CI) -Farmer Nappy BackYard Gang (Pop) - Take on Me (AHA) - Pop - The Clog Dance - Heron (CI) - In the Hall of the Mountain King (CI)	-Tortoise, The Elephant (CI) -The Can Can (CI) -Farmer Nappy Backyard Gang (Pop) - Take on Me (AHA) - Pop - The Clog Dance - Heron (CI) - In the Hall of the Mountain King (CI) - The Nutcracker March (CI) - We Will Rock You (Pop) - March of the King (CI - Carnival of the Animals) - All You Need is Love - The Beetles (Pop)	Revisit all music from Key Stage 1 -Tortoise, The Elephant (CI) -The Can Can (CI) -Farmer Nappy Back Yard Gang (Pop) - Take on Me (AHA) - Pop - The Clog Dance - Heron (CI) - In the Hall of the Mountain King (CI) - The Nutcracker March (CI) - We Will Rock You (Pop) - March of the King (CI - Carnival of the Animals) - All You Need is Love - The Beetles (Pop) NEW - Dance of the Sugar Plum Fairy (CI) - I'm a Believer - (Pop) - The Welleraman (folk)	Continue to revisit all previous music: NEW In the Mood - Jazz The Entertainer - Jazz	Continue to revisit all previous music: More recent In the Mood - Jazz The Entertainer - Jazz NEW Arirang - cultural Kodo Heartbeat - Taiko - cultural	Explore Fusion using Tokio's composition in the final of Britains got talent: It features all styles and particular pieces Interstellar - Hans Zimmer I'm Only Human - Rag and Bone Man Review all music that has been studied in school.
Vocabulary							

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	Music	Pop music, instruments, orchestra, composer	Classical music, string instruments	Folk music, woodwind and brass	Jazz music, percussion and pop instruments	Cultural music	Fusion (more than one piece of music merged together)
Performing							
Substantive and disciplinary knowledge							
To be able to perform a song as a group, starting and finishing together.	To be able to perform a song as a group, starting and finishing together with musical expression (louder and softer – dynamics)	<p>Perform a solo four beat rhythm with body percussion.</p> <p>Recognise four untuned percussion instruments and perform with musical expression.</p> <p>To perform a range of songs in the nativity as a key stage.</p>	<p>Perform a solo four beat rhythm with body percussion.</p> <p>Recognise four untuned percussion instruments and perform with musical expression.</p> <p>To perform a range of songs in the nativity as a key stage.</p> <p>Compose and perform a 4 – 16 beat rhythm</p> <p>Recognise three tuned percussion instruments and perform with musical expression.</p> <p>Perform a range of songs in the nativity including in a small group.</p>	<p>Perform as a whole class on a recorder a range of songs including: Hot Cross Buns and other BAG tunes. Reading the notation BAG/crochet & paired quaver, rests.</p> <p>To be able to hold the recorder correctly.</p> <p>Perform in a concert as a key stage singing or playing with stagecraft and taking care of my instrument (including cleaning) – recorder.</p>	<p>Revisit the recorder including BAG tunes, and also play additional notes C D (high and Low) and E if able.</p> <p>Perform in concert as a class choir or instrumental ensemble in parts with stagecraft.</p>	<p>Perform Interstellar by Hans Zimmer on Bells.</p> <p>Perform a range of tuned (including boomwhackers) and untuned percussion instruments including those from different cultures.</p> <p>Perform a song in several parts in a performance.</p>	<p>Perform at the end of year concert singing in chorus items expressively and with good diction and following cues.</p> <p>Being able to lead the group, as a conductor.</p> <p>To be able to assess the quality of your own and others performances and look at ways to improve.</p> <p>Lux Aeterna with glocks and xylophones.</p>
Curriculum materials and resources used							
<p>Musication YouTube - Body Percussion</p> <p>You Tube - various Body percussion videos</p> <p>Jolly Music Beginner - Handbook (text book) and Music Player (CD Rom)</p> <p>Sing Up</p>	<p>Musication YouTube - Body Percussion</p> <p>You Tube - various Body percussion videos</p> <p>Jolly Music Beginner - Handbook (text book) and Music Player (CD Rom)</p> <p>Sing Up</p>	<p>Musication YouTube - Untuned percussion and Body Percussion.</p> <p>Jolly Music Beginner - Handbook (text book) and Music Player (CD Rom)</p> <p>Sing Up</p>	<p>Swick's Classroom and Musication YouTube - Untuned percussion and Body Percussion Tuned percussion – bells and boomwhackers.</p> <p>YouTube - various tuned percussion videos.</p> <p>Jolly Music Beginner/level 1 - Handbook (text book) and Music Player (CD Rom)</p> <p>Sing Up</p>	<p>Swick's Classroom and Musication YouTube - Untuned percussion and Body Percussion Tuned percussion – bells and boomwhackers.</p> <p>YouTube - various tuned percussion videos.</p> <p>Recorder – VMM – Visual Musical Minds</p> <p>Sing Up</p>	<p>Swick's Classroom and Musication YouTube - Untuned percussion and Body Percussion Tuned percussion – bells and boomwhackers.</p> <p>YouTube - various tuned percussion videos.</p> <p>Recorder – VMM – Visual Musical Minds</p> <p>Sing Up</p>	<p>Swick's Classroom and Musication YouTube - Untuned percussion and Body Percussion Tuned percussion – bells and boomwhackers.</p> <p>YouTube - various tuned percussion videos.</p> <p>VMM – Visual Musical Minds</p> <p>Kaboom Percussion</p>	<p>Swick's Classroom and Musication YouTube - Untuned percussion and Body Percussion Tuned percussion – bells and boomwhackers.</p> <p>YouTube - various tuned percussion videos.</p> <p>VMM – Visual Musical Minds</p> <p>Kaboom Percussion</p>

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			Mr Gray Music You Tube	Mr Gray Music You Tube	Mr Gray Music You Tube	Sing Up Mr Gray Music You Tube	Sing Up Mr Gray Music You Tube
Vocabulary							
		Singing or speaking voice	Singing in Tune	A round	Partner Songs	Part Singing, Syncopation	Stagecraft and diction.
Composing and improvisation							
Substantive and disciplinary knowledge							
To be able to make a sound with an untuned percussion instrument holding it correctly.	To be able to make a sound with two untuned percussion instruments holding them correctly, in a group activity and able to refine and improve musicality through listening.	<p>Improvise a 4 beat rhythm using question and answer phrases.</p> <p>Experience stick and graphic notation.</p> <p>Improvise words/rhythms or noises to a song or book (We're Going on a Bear Hunt)</p>	<p>Write a 4 beat rhythm using stick notation.</p> <p>Improvise words, or noises (using instruments) to go with a theme and then perform.</p>	<p>Record a rhythm I have composed using stick notation.</p> <p>I can organise these into a beginning, middle and end.</p> <p>Improvise on the recorder using the notes G A B.</p>	<p>Record a rhythm I have composed using stick notation</p> <p>Compose a melody using the pitches C D E G A (pentatonic scale) using song maker.</p>	Compose a riff or groove (repeated pattern) rhythm on song maker (using the shapes at the bottom of the score - circles and triangles)	Create sound effects to go with a film clip - becoming a Foley artist.
Curriculum materials and resources used							
YouTube Sing Up	YouTube PDF worksheets Sing UP	YouTube PDF worksheets Sing Up	YouTube PDF worksheets Sing Up	YouTube PDF worksheets Sing Up Google Chrome Music Lab	YouTube PDF worksheets Sing Up Google Chrome Music Lab	YouTube PDF worksheets Sing Up Google Chrome Music Lab Collect resources to be a foley artist	YouTube PDF worksheets Sing Up Google Chrome Music Lab Collect resources to be a Foley Artist
Vocabulary							
		Composer, Thinking voice (rhythm)	Stick notation & Rhythm	Melody - tune	Pentatonic scale	Musical structure A B A	Graphic Score