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| :::welholmelogo.jpg | **Concept Progression** **Subject area: Music****Curriculum team: Louise Sawden** |
| **Concept** | **Foundation Stage** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
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| **Controlling sounds through singing and using voices expressively.** |

***National curriculum reference:*****Mu1/1.1    use their voices expressively and creatively by singing songs and speaking ch** **ants and rhymes Mu2/1.1  using their voices with increasing accuracy, fluency, control and expression**

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| **Exploring sounds, melody and accompaniment****.**  |

***National curriculum references:*****Mu1/1.4    experiment with, create, select and combine sounds using the interrelated dimensions of music.****Mu2/1.1****perform in solo and ensemble contexts, using their voice and playing musical instruments with increasing accuracy, fluency, control and expression** |

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| **Take part in signing** **and follow instructions when** **to sing.**  |

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| **Take part in singing showing awareness of melody.**  **Follow instructions on how and when to sing.**  **Take notice of others when performing.** **Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking** **Imitate changes in pitch– high and low.**  |

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| **Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking** **Imitate changes in pitch– high and low.**  |

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| **Following the melody in Choir, assembly and in a performance. Use voice to good effect understanding the importance of warming up first. Make, control long and short sounds using voices.** **Use own voice in different ways, including using a loud or soft voice and sing simple repeated phrases**.  |

**Use changes in dynamics, timbre and pitch to organise music.**  **Change sounds to suit a situation. Make own sounds and on recorder.****Follow a simple piece of written rhythmic notation. Describe basic elements of a piece of music (e.g. pace, volume, emotion). Describe how an instrument has been used, follow a melody**.

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| **Sing songs from memory - accurate pitch. Show control in voice and pronounce the words in a song clearly (diction). Maintain a simple part within an ensemble-choir. Perform own part with increased control and accuracy when singing. Sing songs confidently both solo and in groups- in a performance and assembly.****Identify the way sounds are used to accompany a song and are used to create different moods. Explore on recorder to perform different types of accompaniment. Explore or select melodic sounds. Explore and recognise different combinations of pitch sounds**.

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| **Sing in tune, breathe well, pronounce words, change pitch and dynamics. Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) to accompany singing. In choir, singing assembly and performances.****Identify way sounds are used to accompany a song and are used to create different moods. Explore and perform different types of accompaniment on cello. Explore and select melodic sounds. Explore and recognise different combinations of pitch sounds.**

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| **Show control, phrasing and expression in singing. Hold part in a round –choir/assembly (pitch/structure). Maintain own part with confidence, accuracy and an awareness of others. Maintain a more complex part within an ensemble (e.g. sing in a round or use harmony.)** |

**Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment on cello. Explore, select different melodic patterns. Recognise and explore different combinations of pitch sound.**

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 | **Sing or play from memory with confidence. Take turns to lead a group. Maintain own part in a round/ sing a harmony. Take the lead in a performance and provide suggestions to others. Identify how sounds can be combined and used expressively, layering sounds and singing in tune with other. In choir, performances and assembly.****Identify ways sounds are used to accompany a song. Analyse and comment on how sounds are used to create different moods. Explore and perform different types of accompaniment on cello. Explore, select different melodic patterns. Recognise and explore different combinations of pitch sound.** |
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| **Listening, applying knowledge and understanding using memory.** |

***National curriculum references:*****Mu1/1.3    listen with concentration and understanding to a range of high-quality live and recorded music. Mu2/1.3    listen with attention to detail and recall sounds with increasing aural memory**

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| **Controlling pulse and rhythm.**  |

***National curriculum references:*****Mu1/1.4    experiment with, create, select and combine sounds using the interrelated dimensions of music.****Mu2/1.1 playing musical instruments with increasing accuracy, fluency, control and expression** | **Choose sounds to represent different things (fireworks, the sea etc…)** **Follow instructions on when to play an untuned instrument** | **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.** **Begin to represent sounds with drawing. Listen to a piece of music, describing if it is fast or slow, happy or sad.** **Create sequences of long and short sounds- rhythmic patterns (duration) in different ways – e.g hitting, blowing, shaking, clapping.** **Control playing untuned instruments so they sound as they should.** **Use pitch changes to communicate an idea.**  **Start to compose with two or three notes.** **Create a simple rhythm by clapping or using percussion.**  |

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| **Listen carefully and recall short rhythmic and melodic patterns** **Describe how an instrument has been used.**  |

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| **Make and control long and short sounds using voices and recorders, playing by ear and including simple improvisation (duration). Carefully choose instruments to combine layers of sound, showing awareness of the combined effect. Use own voice in different ways, using a loud/soft voice and sing simple repeated rhythms.** |

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|  **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. Use written symbols both standard and invented to represent sounds. Use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse) when talking about the elements of music within a piece.**  |

**Play notes on recorders clearly and including steps/ leaps in pitch. Improvise (including call and response) within a group using 1 or 2 notes.** | **Combine sounds expressively (all dimensions). Read notes and know how many beats they represent (minim, crotchet, semibreve, quaver, dotted crotchet, rests) for cello. Know that sense of occasion affects performance. Follow a basic melody line, using standard notation Describe and compare and then evaluate different kinds of music using appropriate musical vocabulary.**

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| **Show control in voice and pronounce the words in a song clearly (diction).** **Maintain a simple part within an ensemble.**  **Play notes on cello clearly and including steps/ leaps in pitch.**  **Improvise (including call and response) within a group using 1 or 2 notes.**  |

 | **Internalise short melodies and play these on pitched percussion or cello. Play by ear. Identify moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.****Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part on cello keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat.** | **Internalise short melodies and play these on pitched percussion or cello. Play by ear. Identify moods and textures. Identify how a mood is created by music and lyrics. Listen to longer pieces of music and identify features.** **Identify different speeds of pulse (tempo) by clapping and moving. Improvise rhythm patterns. Perform an independent part on cello keeping to a steady beat. Identify the metre of different songs through recognising the pattern of strong and weak beats. Subdivide the pulse while keeping to a steady beat.** |

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| **Concept** | **Foundation Stage** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Playing of untuned perscussion instruments and controlling sounds**

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***National curriculum reference:*****Mu1/1.2    play untuned instruments musically****Mu2/1.1    play and perform in solo and ensemble contexts , playing musical instruments with increasing accuracy, fluency, control and expression****Playing of tuned instruments and controlling sounds.***National curriculum reference:*Mu1/1.2    play tuned instruments musicallyMu2/1.1    play and perform in solo and ensemble contexts, playing musical instruments with accuracy, fluency, control and expression

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 | **Follow instructions on when to play an instrument.**

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**Make different sounds (high and low – pitch; loud and quiet –** | **Take part in playing untuned percussion having awareness of melody**  **Follow instructions on how and when to play an instrument. Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking. Imitate changes in pitch– high and low.**

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| **Take part in playing showing awareness of melody.****Make and control long and short sounds (duration) in different ways including hitting, blowing and shaking**  **Imitate changes in pitch– high and low.**  |

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 | **Following the tune (melody) well. Make and control long and short sounds using untuned instruments, playing by ear and including simple improvisation (duration).** **Carefully play instruments to combine layers of sound, showing awareness of the combined effect.**

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| **Following the tune (melody) well.**  **Make and control long and short sounds using recorders, playing by ear and including simple improvisation (duration).** **Carefully choose instruments to combine layers of sound, showing awareness of the combined effect.**.  |

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 | **Maintain a simple part within an ensemble- Samba. Play on untuned instruments clearly and including steps/ leaps in pitch. Improvise (including call and response) within a group using 1 or 2 notes.**

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**Maintain a simple part within an ensemble. Play notes on recorders clearly and including steps/ leaps in pitch. Improvise (including call and response) within a group using 1 or 2 notes**. | **Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany on an instrument (tempo/ duration/ texture). In Samba and other untuned intruments. Perform with control and awareness of what others are playing. Perform significant parts from memory and from notation on an untuned musical instrument. Maintain a simple part within an ensemble.**

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| **Sustain a rhythmic ostinato/ drone/ melodic ostinato on a cello (tempo/ duration/ texture). Perform with control and awareness of what others play. Improvise within a group using more than 2 notes. Perform significant parts from memory and from notation on a cello, a simple part within an ensemble**.  |

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 | **Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. Improvise on own with increasing aural memory. Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing. Maintain a more complex part within an ensemble –Samba.****Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. Improvise on own with increasing aural memory. Maintain own part in a performance with confidence, accuracy and an awareness of what others are playing.Maintain a more complex part within an ensemble –cello.** | **For untuned and tuned instruments-****In Samba and cello, play from memory with confidence. Take turns to lead a group. Maintain own part in a round, play accurately with awareness of what others are playing. Take the lead and provide suggestions to others. Identify how sounds can be combined, played expressively and layer sounds. In cello, improvise using 5 notes of the petatonic scale.**

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| Concept | Foundation Stage | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Reading and writing notation –aural and theoretical knowledge.*****National curriculum references:*****Mu2/1.4    use and understand staff and other musical notations****Performing to others*.******National curriculum references:*****Mu2/1.1    play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression****Appreciate and understand a wide range of high quality and live music drawn from different traditions and great composers/develop and understanding of the history of music,*****National curriculum references:*****Mu2/1.5    appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiciansMu2/1.6    develop an understanding of the history of music.** | **Take note of others when performing.**  | **Begin to represent sounds with drawing.** **Perform together, follow instructions and take notice of others when performing. Take part in singing.****Listen for different types of sounds. Listen to a piece of music, describing if it is fast or slow, happy or sad** **Know how sounds are made and changed. Eg- For Fireworks or Chinese New Year.** | **Make own sounds and symbols to make and record music. Start to look at basic formal notation- play by ear first. Follow a simple piece of written rhythmic notation** **Perform in ensemble with instructions from the leader. Perform melodies using two or three notes- on recorder**.**Know music can be played or listened to for a variety of purposes (in history/ different cultures).** **Describe basic elements of a piece of music (e.g. pace, volume, emotion)**  | **Know number of beats in a minim, crotchet, quaver and semibreve and recognise symbols. Play with a sound-then-symbol approach. Use silence for effect and know symbol for a rest (duration). Use written symbols both standard and invented to represent sounds. Use relevant musical vocabulary (e.g. pitch, rhythm, tempo and pulse**)**Perform own part with increased control or accuracy when singing or playing both tuned and untuned instruments and perform melodies using three or four notes.****Describe different purposes of music in history/ other cultures). Greensleeves from Tudor period.** | **Use more musical dimensions. –duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.** **Identify orchestral family timbres. Identify cyclic patterns. Follow a basic melody line, using standard notation in cello.**

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| **Perform with control and awareness of what others are singing/ playing. Improvise within a group using more than 2 notes. Perform significant parts from memory and from notation, either on a cello or vocally. Know sense of occasion affects performance.****Describe different purposes of music in history/ other cultures**. **Eg- Ancient Egyptians.** |

 | **Read/work out the musical stave-notes as year four.**

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**Perform in solo and ensemble contexts using a variety of techniques, confidently, expressively and in tune. Maintain own part in a performance with confidence, accuracy and an awareness of what others are singing /playing.Maintain a more complex part within an ensemble –cello, samba or class. Perform music/ songs that reflect the venue and sense of occasion.** **Describe different purposes of music in history/other cultures eg Titantic.** | **Know and use standard musical notation in cello to perform adding dotted quavers. Use staff and unconventional notation.****Take turns to lead a group. Maintain own part in a round/ sing a harmony/ play accurately with awareness of what others are playing. Play more complex cello part. Take the lead in a performances and provide suggestions to others. Expressively, layering sounds and singing in tune with other. Use different venues and occasions to perform.** **Describe different purposes in history/other cultures**.**eg WW2.** |

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| **Concept** | **Foundation Stage** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Creating and developing musical ideas- composing** ***National curriculum reference:*****Mu1/1.4    experiment with, create, select and combine sounds using the interrelated dimensions of music****Mu2/1.2    improvise and compose music for a range of purposes using the interrelated dimensions of music****Responding/Evaluating/Reviewing and appraising.** ***National curriculum reference:*****Mu1/1.4    experiment with, create, select and combine sounds using the interrelated dimensions of music****Mu2/1.1    play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression** |

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| **Clap short, rhythmic patterns** **rhythmic patterns** **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 dynamics; fast and slow – tempo; quality of the sound – smooth, crisp, scratchy, rattling, tinkling etc- timbre.**  |

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| **Take note of others when performing**  |

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| **Carefully choose sounds to achieve an effect.** **Order sounds to create an effect (structure- beginnings/endings).** **Create short musical patterns. Create sequences of long and short sounds- rhythmic patterns (duration) in different ways e.g hitting, blowing, shaking, clapping. Control playing instruments so they sound as they should. Use pitch changes to communicate an idea. Start to compose with two or three notes. Create a simple rhythm by clapping or using percussion**  |

**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.).** **Say what they like or dislike about a piece of music.**  |

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| **Compose melodies using two or three notes- on recorder. Use sound to create abstract effects.** **Create/ improvise repeated patterns (ostinati) with recorder. Effectively choose, order, combine and control sounds (texture/ structure).**  |

**Identify the pulse in music. 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.** **Explain what they like about a piece of music and why.**  | **Compose melodies using three or four notes. Make creative use of the way sounds can be changed, organised and controlled. Create accompaniments for tunes using drones or melodic ostinato (riffs).** **Create (dotted) rhythmic patterns with awareness of timbre and duration. Create and repeat extended rhythmic patterns vocally or clapping or recorder.**

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| **Internalise the pulse in music. Know the difference between pulse and rhythm.**  **Start to use musical dimension vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure. Use these words to identify where music works well/ needs improving.**  |

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| **Melodies using four or five notes. Use a variety of different musical devices including melody, rhythms and chords. Record own compositions. Create own songs (raps- structure). Identify where to place emphasis and accents in a song to create effects (duration). Create and repeat extended rhythmical patterns, using a range of percussion and cello.** |

**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 dimension vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony. Identify orchestral family timbres. Identify cyclic patterns.**  | **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 notation in cello. Use ICT to organise musical ideas (where appropriate).**

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**Know how pulse, rhythm and pitch fit together. Use a range of words to describe music - 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.**  | **Create complex rhythmic patterns using a variety of instrumentation with an awareness of timbre (quality of sound) and duration (length of notes and intervals.** **Make a sequence of long and short sounds with help (duration).** **Improvise using 5 or more notes to compose and perform melodies. Use staff or unconventional notation when composing**. **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.**  |