

Warbstow Primary Academy and Nursery

MUSIC WHOLE SCHOOL PROGRESSION

<p>KS1 Programme of Study</p> <ul style="list-style-type: none"> • 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 	<p>KS2 Programme of Study</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>KS2 Pupils should be taught to:</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 • 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.
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<p>EYFS Programme Expressive Arts and Design</p> <p>ELG:</p> <ul style="list-style-type: none"> • Listen attentively, move to and talk about music, expressing their feelings and responses • Sing in a group or on their own, increasingly matching the pitch and following the melody • Explore and engage in music making and dance, performing solo or in groups

The development of children’s artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts.

PROGRESSION IMPLEMENTED BY CHARANGA MUSIC PROGRAM

	Foundation Sequence towards KS1	KS1 Sequence towards KS1	Lower KS2 Sequence towards Upper KS2	KS2
Listen & Appraise	<p>To know twenty nursery rhymes off by heart</p> <p>To know the stories of some of the nursery rhymes</p> <p>To learn that music can touch your feelings</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars</p>	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use</p> <p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars</p> <p>To learn how songs can tell a story or describe an idea</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about what the song is about, any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>Name some of the instruments they heard in the song</p> <p>To confidently identify and move to the pulse.</p> <p>To think about what the words of a song mean.</p> <p>To take it in turn to discuss how the song makes them feel.</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and why</p> <p>To know the style of songs</p> <p>To talk about the style indicators of songs (musical characteristics that give the songs their style), lyrics: what the songs are about, any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)</p> <p>Identify the structure of songs (intro, verse, chorus etc.)</p> <p>Name some of the instruments used in songs</p> <p>The historical context of the songs.</p> <p>Know and talk about that fact that we each have a musical identity</p> <p>To identify and move to the pulse with ease.</p>

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Musical activities	To know that we can move with the pulse of the music To know that the words of songs can tell stories and paint pictures	To know that music has a steady pulse, like a heartbeat To know that we can create rhythms from words, our names, favourite food, colours and animals Rhythms are different from the steady pulse We add high and low sounds, pitch, when we sing and play our instruments	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer. How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to	Know and be able to talk about: How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to
Singing	To sing or rap nursery rhymes and simple songs from memory Songs have sections To sing along with a pre-recorded song and add actions To sing along with the backing track	To confidently sing or rap five songs from memory and sing them in unison To know that unison is everyone singing at the same time Songs include other ways of using the voice e.g. rapping (spoken word) To know why we need to warm up our voices Learn about voices, singing notes of different pitches (high and low) Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm Learn to start and stop singing when following a leader. Learn to find a comfortable singing position.	To know and be able to talk about: Singing in a group can be called a choir, Leader or conductor, a person who the choir or group follow Songs can make you feel different things e.g. happy, energetic or sad Singing as part of an ensemble or large group is fun, but that you must listen to each other Texture: How a solo singer makes a thinner texture than a large group To know why you must warm up your voice To sing in unison and in simple two-parts To demonstrate a good singing posture To follow a leader when singing	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about - its main features, singing in unison, the solo, lead vocal, backing vocals or rapping. To know what a song is about and the meaning of the lyrics To know and explain the importance of warming up your voice To sing in unison and to sing backing vocals. To demonstrate a good singing posture.

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			<p>To enjoy exploring singing solo</p> <p>To sing with awareness of being 'in tune'</p> <p>To have an awareness of the pulse internally when singing</p> <p>To rejoin the song if lost</p>	<p>To follow a leader when singing.</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p>
Playing		<p>Learn the names of the notes in their instrumental part from memory or when written down</p> <p>Know the names of untuned percussion instruments played in class</p> <p>Learn the names of the instruments they are playing</p> <p>Treat instruments carefully and with respect</p> <p>Play a tuned instrumental part with the song they perform</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part)</p> <p>Listen to and follow musical instructions from a leader</p>	<p>To know and be able to talk about: the instruments used in class (a glockenspiel, recorder or xylophone).</p> <p>Other instruments they might play or be played in a band or orchestra or by their friends.</p> <p>To treat instruments carefully and with respect</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation</p> <p>To rehearse and perform their part within the context of the song</p> <p>To listen to and follow musical instructions from a leader</p> <p>To experience leading the playing by making sure everyone plays in the playing section of the song</p>	<p>To know and be able to talk about: Different ways of writing music down – e.g. staff notation, symbols</p> <p>The notes C, D, E, F, G, A, B + C on the treble stave</p> <p>The instruments they might play or be played in a band or orchestra or by their friends</p> <p>Play a musical instrument with the correct technique</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>To listen to and follow musical instructions from a leader.</p> <p>To lead a rehearsal session.</p>
Improvisation		<p>To confidently sing or rap five songs from memory and sing them in unison</p> <p>Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p>Everyone can improvise, and you can use one or two notes</p> <p>Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</p>	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p>	<p>To know and be able to talk about improvisation: Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one, two or three notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>To know that you can use some of the riffs and licks you have learnt</p> <p>To know three well-known improvising musicians</p>

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		<p>2. Sing, Play and Improve – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.</p> <p>3. Improve! – Take it in turns to improvise using one or two notes.</p>		
Composition		<p>Composing is like writing a story with music</p> <p>Everyone can compose</p> <p>Help create three simple melodies with the Units using one, three or five different notes</p> <p>Learn how the notes of the composition can be written down and changed if necessary</p>	<p>To know and be able to talk about: A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p> <p>Help create at least one simple melody using one, three or five different notes.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Talk about how it was created.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.</p> <p>To choose a song and be able to talk about its main features, singing in unison, the solo, lead vocal, backing vocals or rapping</p> <p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</p> <p>Notation: recognise the connection between sound and symbol</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of a song</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>
Performance	<p>A performance is sharing music</p> <p>Perform any of the nursery rhymes by singing and adding actions or dance</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part</p> <p>Record the performance to talk about</p>	<p>A performance is sharing music with other people, called an audience</p> <p>A performance can be a special occasion and involve a class, a year group or a whole school</p> <p>An audience can include your parents and friends</p> <p>Choose a song they have learnt from the Scheme and perform it</p> <p>They can add their ideas to the performance</p> <p>Record the performance and say how they were feeling about it</p>	<p>To know and be able to talk about: Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>You need to know and have planned everything that will be performed</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p>	<p>To know and be able to talk about: Performing is sharing music with other people, an audience</p> <p>A performance doesn't have to be a drama! It can be to one person or to each other</p> <p>Everything that will be performed must be planned and learned</p> <p>You must sing or rap the words clearly and play with confidence</p> <p>A performance can be a special occasion and involve an audience including of people you don't know</p>

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			<p>It is planned and different for each occasion</p> <p>It involves communicating feelings, thoughts and ideas about the song/music</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why</p>	<p>It is planned and different for each occasion</p> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
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