

Music Progression Ladder

Pitmaston Primary School



This document gives a clear overview of the progression of the skills and knowledge that our pupils will be taught at Pitmaston Primary School.

Our carefully written, progressive scheme of work deliberately allows for retrieval opportunities of prior learning, ensuring key information is embedded. Pupils have deliberately planned opportunities in which to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians, celebrating and embracing a range of cultures and traditions through music. As set out within the Programme of Study for Music, pupils will learn to sing and to use their voices, to create and compose music on their own and with others, use technology appropriately and have the opportunity to progress to the next level of musical excellence. We strive to ensure every pupil leaves our school having had the opportunities to learn a minimum of three musical instruments.

In addition, they will leave Pitmaston Primary School understanding and having had many opportunities to learn how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

EYFS							
Learning Strand	Singing	Playing an instrument	Performing with others	Composing	Aural and theoretical knowledge	Evaluation	Cultural Capital PSED
	<p>Know how to sing simple nursery rhymes</p>	<p>Know resources have sound making possibilities: pans, wooden spoons</p> <p>Glockenspiels Xylophones</p>	<p>Repeat accurately or perform nursery rhymes as a group in class or solo knowing the language</p> <p>Sing solos in class assemblies</p> <p>Participate in school Nativity</p> <p>Go Noodle</p>	<p>Know the connotations of sounds created e.g. "This music sounds like dinosaurs."</p> <p>Have the knowledge to create music based on a theme eg creates the sounds of the seaside.</p> <p>Knowledge that music is represented by marks</p>	<p>Associates genres of music with characters and stories.</p> <p>Knowledge to record their own songs</p>	<p>Children know answers to questions such as: what do you like about the music? What can you hear?</p> <p>Associates genres of music with characters and stories.</p> <p>Evaluate different genres</p> <p>Recognise the different music associated with different occasions</p>	<p>Develop an awareness that music can reflect mood and setting</p> <p>Embed a respect and love of music and instruments</p> <p>Celebrating a variety of musicians from different cultures through our 'Musician of the Month'</p>
Vocabulary:	Loud Smooth sound	instrument drum	rhythm	tapping Quiet	tambourine	Scratchy sound	

YEAR 1							
Learning Strand	Singing	Playing an instrument	Performing with others	Composing	Aural and theoretical knowledge	Evaluation	Cultural Capital PSED
	<p>Know how to sing songs in unison from memory. Know how to rap, saying words in rhythm.</p> <p>To know how to follow instructions on how and when to sing.</p> <p>To know how to sing loudly and quietly.</p>	<p>Know the names of the classroom percussion instruments.</p> <p>Know the correct way to hold and play a percussion instrument.</p>	<p>Know that performing means sharing your music with an audience. Perform a song or instrumental piece as a class then record it. Watch it and evaluate it together.</p> <p>Perform a song or instrumental piece as a class then record it. Watch it and evaluate it together, knowing the language to describe elements of the music</p>	<p>Know that improvising is making up music on the spot. I can combine sounds in interesting ways.</p> <p>Know that composing is like writing a story with music.</p> <p>Know how to use my voice in different ways to create different effects.</p>	<p>To listen carefully to a range of music and know the names of some of the instruments that they can hear</p> <p>To listen carefully to a range of music and know musical language to be able to talk about what they can hear.</p>	<p>Children know answers to questions such as: Which instruments can you hear? Is the music fast or slow?</p> <p>What can we do to improve our performance?</p>	<p>Develop an awareness that music can reflect mood and setting</p> <p>Embed a respect and love of music and instruments</p> <p>Know that listening to music can improve mental well-being, helping you feel calm and relaxed.</p> <p>Know that singing and music can improve mental wellbeing, lifting your mood and making you feel happy.</p>
Vocabulary:	<p>percussion instrument, glockenspiel, beater, drum, tambourine, bells, claves, maracas</p> <p>Loud, quiet, louder, quieter, fast, slow, quick, quicker, short sound, long sound, silence, high, low, higher, lower, style, song, rap, happy, sad, exciting, relaxing, calm, peaceful, tap, shake, scrape, pitch, rhythm.</p>						

YEAR 2							
Learning Strand	Singing	Playing an instrument	Performing with others	Composing	Aural and theoretical knowledge	Evaluation	Cultural Capital PSED
	<p>Know how to sing a variety of songs in unison and in parts from memory, demonstrating good singing posture.</p> <p>Know how to sing with an awareness of pitching accuracy. To know how to follow the leader/conductor.</p> <p>Know how to sing demonstrating dynamics (loud/quiet) and tempo (fast/slow)</p> <p>To sing a solo demonstrating awareness of dynamics.</p>	<p>Know how to play a simple instrumental part by ear on glockenspiel.</p> <p>Know how to play a simple instrumental part from basic notation on glockenspiel.</p> <p>Know how to create a story, choosing and playing percussion instruments.</p> <p>To play an instrumental solo accurately with confidence.</p>	<p>Know how to practise songs and instrumental parts, rehearsing and improving each time.</p> <p>Know how to select and incorporate actions and instrumental accompaniments.</p> <p>Know and be able to talk about the difference between rehearsing a song and performing it.</p>	<p>Know how to create musical sound effects and short sequences of sound in response to music and video stimulus.</p> <p>Know how to use graphic notation to keep a record of a composed piece.</p> <p>Know how to improvise a musical conversation with "Question and answer" phrases on instruments.</p>	<p>Know how to keep a steady beat or copy a pattern using body percussion, instruments and voices.</p> <p>Know how to copy back simple rhythmic patterns using long and short notes.</p> <p>Know how to describe tempo (fast/slow) and dynamics (loud/quiet).</p>	<p>Know how to listen to and evaluate recordings of their singing and playing. Discuss how to improve.</p> <p>Know how to recognize some band and orchestral instruments when listening to music.</p> <p>Know how to talk about the dynamics and tempo of the music. To compare music using musical language.</p>	<p>Know how to talk about where music might fit into the world.</p> <p>Know how to name feelings created by music they have listened to or songs they have sung.</p> <p>Know how music makes the world a better place.</p> <p>Know how music can teach us about our neighbourhood.</p> <p>Know how music can connect us with our planet.</p>
Vocabulary:	<p>percussion instrument, glockenspiel, beater, drum, tambourine, bells, claves, maracas, guiro, castanets, tambour.</p> <p>Styles- gospel, orchestral, jazz, rock, pop, kwela, rock'n'roll, romantic, marching band, film music, calypso, funk, reggae.</p> <p>Loud, quiet, louder, quieter, dynamics, tempo, pitch, louder, quieter, fast, slow, faster, slower, quick, quicker, short sound, long sound, silence, high, low, higher, lower, shorter, longer, rehearse, perform, compose, improvise, notation, beat, rhythm.</p>						

YEAR 3							
Learning Strand	Singing	Playing an instrument	Performing with others	Composing	Aural and theoretical knowledge	Evaluation	Cultural Capital PSED
	<p>Know how to sing as part of a choir. Demonstrate good singing posture. Know how to copy back a simple melodic phrase. Know how to Sing songs with clear diction. Know that we need to follow the conductor. Know how to sing a wide range of unison songs of varying styles and structures</p>	<p>Know how to play a simple instrumental part to accompany a song on a glockenspiel. Know how to play a simple part on a recorder with control and correct posture. Know how to play and perform a simple recorder tune confidently in front of a wider audience.</p>	<p>Know how to perform songs confidently in front of a wider audience. Know how perform a simple Y3 recorder part for a video recording and evaluate their performance. Know how to perform a simple recorder tune in front of a wider audience.</p>	<p>Know how to use body percussion/ instruments to improvise an accompaniment to a song. Know how to improvise on two notes on a recorder playing with the beat of the backing track. Know how to compose a simple tune using the notes learnt so far.</p>	<p>Know how to listen carefully to a range of music and describe the dynamics, tempo and pitch. Know where the notes B and A sit on the musical stave. To know that a crotchet is a 1 beat note. Know the names of some of the instruments of the orchestra, say which family they belong to and begin to talk about timbre.</p>	<p>Know how to use music vocabulary to describe their performance. Know how to make improvements to a performance. Know how to perform a simple recorder part for a video recording and evaluate their performance. Know how to compare and describe the different sounds made by different orchestral instruments- timbre.</p>	<p>Know that music and song can be used to celebrate and enhance festivals, celebrations and special events. Know that slow, gentle music can help us to feel calm. Know that fast, upbeat music can make us feel happy and excited. Know that we can use music to bring together our local community- school fair. Know that performing well leads to a sense of pride and raises self-esteem.</p>
Vocabulary:	<p>percussion , orchestral, conductor, composer, woodwind, brass, string, flute, piccolo, clarinet, oboe, bassoon, violin, viola, cello, double bass, harp, trumpet, French horn, tuba, drum, timpani. Styles- Country, baroque, pop, disco, pop ballad, soul, musicals. Dynamics, tempo, pitch, louder, quieter, faster, slower, quick, quicker, higher, lower, shorter, longer, rehearse, perform, compose, improvise, notation, beat, rhythm. Timbre, brassy, bright, piercing, soft, gentle, breathy, heavy, light. Stave, crotchet, recorder, mouthpiece, note.</p>						

YEAR 4							
Learning Strand	Singing	Playing an instrument	Performing with others	Composing	Aural and theoretical knowledge	Evaluation	Cultural Capital PSED
	<p>Know how to sing on pitch and in time with correct posture.</p> <p>Know how to sing expressively with attention to breathing and phrasing.</p> <p>Know that there are different styles of singing for different styles of song.</p> <p>To know how to sing a wide range of unison songs of varying styles and structures.</p>	<p>Know how to play a Year 4 part on a recorder with control, accuracy and awareness of rhythm.</p> <p>Know how to play a Year 4 instrumental part accurately and be aware of the terms crotchet and minim.</p> <p>Know how to play a Year 4 instrumental part accurately and showing some dynamics- loud /quiet.</p>	<p>Know how to perform songs confidently in unison in front of a wider audience.</p> <p>Know how to perform a Year 4 song/ instrumental part for a video recording and evaluate their performance.</p> <p>Know how to perform a song/ instrumental part accurately and confidently in front of a wider audience</p>	<p>Know how to use body percussion/ instruments to compose over a simple chord progression.</p> <p>Know how to use a recorder to improvise on three notes playing with the beat of the backing track.</p> <p>Know how to create music in response to music and video stimulus.</p>	<p>Know that a crotchet is a 1 beat note and a minim is a 2 beat note.</p> <p>Know the meaning of pitch, pulse, rhythm, tempo, dynamics.</p> <p>To begin to talk about the structure of music.</p> <p>Know the 4 instrument families.</p> <p>Know some instruments in each family.</p> <p>Recognise the timbre of some instruments.</p> <p>Know that Benjamin Britten was a composer from the modernist era.</p>	<p>Know how to discuss improving their singing performance, having watched a video recording.</p> <p>Know how to perform a Year 4 song/ instrumental part for a video recording and reflect on their performance.</p> <p>Know how to use musical vocabulary when discussing the music of Benjamin Britten.</p>	<p>Know that different styles of music link with different cultures.</p> <p>Know how to talk about emotions created by music they have listened to or songs they have sung.</p> <p>Know that listening to music can help us to regulate our moods.</p> <p>Know that different cultures use music as a way to mark special events and celebrations.</p>
Vocabulary:	<p>pitch, pulse, rhythm, tempo, dynamics, timbre, structure, crotchet, minim, stave, treble clef, time signature, rest, notation, modernist, phrasing, unison.</p> <p>Styles- orchestral, disco, musicals, folk, romantic, electronic dance, gospel, funk, choral.</p> <p>percussion , orchestral, conductor, composer, woodwind, brass, string, flute, piccolo, clarinet, oboe, bassoon, violin, viola, cello, double bass, harp, trumpet, French horn, tuba, drum, timpani, trombone, saxophone, cornet.</p>						

YEAR 5							
Learning Strand	Singing	Playing an instrument	Performing with others	Composing	Aural and theoretical knowledge	Evaluation	Cultural Capital PSED
	<p>Know how to sing on pitch and in time.</p> <p>Know how to sing with clear diction.</p> <p>Know how to copy back melodic patterns.</p> <p>To be able to sing a second part in a song.</p> <p>Know how to sing a song on pitch and in time while strumming simple chords on ukulele.</p>	<p>Know how to play a Year 5 glockenspiel part with control, accuracy, awareness of rhythm and varying dynamics.</p> <p>Know how to strum simple chords on the ukulele with correct posture.</p> <p>Know how to strum simple chords on the ukulele, playing in time with the beat.</p>	<p>Know how to perform songs confidently in unison in front of a wider audience, with clear diction and expression.</p> <p>Know how to perform a Year 5 song/ instrumental part for a video recording and evaluate their performance.</p> <p>Know how to perform a Year 5 song/ ukulele piece accurately and confidently in front of a wider audience.</p>	<p>Know how to make a whole class composition on the composing app on Charanga.</p> <p>Know how to create a graphic score of a composition.</p> <p>Know how to create a rhythm pattern that can be strummed on ukulele.</p> <p>Know how to improvise on the ukulele by “finger picking” on open strings.</p>	<p>Know that a crotchet is a 1 beat note, a minim is a 2-beat note and a semibreve is a four beat note.</p> <p>Know the meaning of pitch, pulse, rhythm, tempo, dynamics, structure.</p> <p>To begin to talk about the texture of music.</p> <p>Know that the ukulele has 4 strings- A E C G.</p> <p>Know that a chord is a combination of notes played together.</p> <p>Know what a chord diagram is for.</p>	<p>Know how to discuss how to improve their singing performance – record and watch.</p> <p>Know how to perform a Year 5 song/ instrumental part for a video recording and evaluate their performance.</p> <p>Know how to discuss music using musical language, including talking about key musical features that distinguish a particular style.</p>	<p>Know how the music connects to the world.</p> <p>Know how to explain how connected you feel to the music.</p> <p>Know that some influential styles of music originate from a particular part of the world.</p>
Vocabulary:	<p>pitch, pulse, rhythm, tempo, dynamics, timbre, structure, texture. Styles- orchestral, gospel, pop, minimalistic, rock ‘n roll. crotchet, minim, rest, semibreve, stave, treble clef, time signature, rest, notation, phrasing, unison, harmony, graphic score. percussion, orchestral, conductor, composer, woodwind, brass, string, note, ukulele, strum, finger pick, chord, chord diagram, melody, accompaniment.</p>						

YEAR 6							
Learning Strand	Singing	Playing an instrument	Performing with others	Composing	Aural and theoretical knowledge	Evaluation	Cultural Capital PSED
	<p>Know how to sing in a group with confidence, expression, accurate pitch and timing.</p> <p>Know how to sing from memory and/or notation, while maintaining good posture and breath control. Know how to sing observing rhythm, phrasing, accurate pitching and appropriate style.</p>	<p>Know three or more chords on ukulele and play them accurately in at least two different songs. Know how to use a ukulele chord diagram to play a chord accurately. Know how to play and perform with accuracy, fluency, control and expression.</p>	<p>Know how to perform songs with voice and/or ukulele in front of a wider audience, with confidence, expression, accurate pitch and timing. Perform a solo in front of a wider audience. Know how to perform a song/ instrumental part for a video recording, then watch back to evaluate. Know how to perform a song confidently in the in front of a wider audience.</p>	<p>Know how to improvise confidently using voice, ukulele and glockenspiel. Know how to compose using formal notation on the charanga software. Know how to use appropriate notes, repetitions, and rests to structure a piece.</p>	<p>Know the meaning of the inter - related dimensions- pitch, pulse, rhythm, tempo, dynamics, structure, timbre, notation and texture. Know some of the different periods of music history. Know the names of some famous composers. Know how to read and use musical and rhythmic notations.</p>	<p>Know how to make improvements to their performance having watched a recording. Know how to use appropriate language to compare and contrast pieces of music from different periods. Know how to listen carefully to music and discuss inter-related dimensions.</p>	<p>To know how to talk about how music and song can be used to celebrate and enhance festivals, celebrations and special events. To know how to talk about how connected you are to the music and songs. To know how to discuss with others how the songs and styles are connected to the world. To know how to talk about emotions created by music and songs and explain how the music might create that feeling.</p>
Vocabulary	pitch, pulse, rhythm, tempo, dynamics, timbre, structure, notation, texture. crotchet, minim, rest, semibreve, quaver, stave, treble clef, time signature, rest, notation, phrasing, unison, harmony, graphic score. Styles- disco, romantic, rock, Zimbabwean pop, R&B, hip hop, gospel, soul, salsa. Percussion, orchestral, conductor, composer, woodwind, brass, string, note, ukulele, strum, finger pick, chord, chord diagram, melody, accompaniment. Music periods- Early Music, Renaissance, Baroque, Classical, Romantic, 20 th century, modern.						