



## Westfield Primary School-Music Skills Progression

By the end of KS1 pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned music 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.

	Reception	Year 1	Year 2
<b>Topics studied</b>	Singing- <ul style="list-style-type: none"> <li>• Nursery rhymes and action songs</li> </ul> Listening and responding to different styles of music <ul style="list-style-type: none"> <li>• Charanga</li> </ul> Big Bear Funk - transition Unit preparing children for their musical learning	Charanga. Introduction to 8 types of music – <ul style="list-style-type: none"> <li>• Latin,</li> <li>• Hip-Hop,</li> <li>• Baroque,</li> <li>• Blues,</li> <li>• Folk,</li> <li>• Funk,</li> <li>• Bhangra,</li> <li>• Reggae.</li> </ul> Listening and responding to different styles of music  Singing assemblies	Charanga Recorder World Singing Assemblies  Percussion Christmas Rock  Reggae
<b>Use voices expressively and creatively in songs, chants and rhymes.</b>	Singing Nursery Rhymes and action songs.  Improving with instruments.  Performing during Harvest, Easter and Christmas Assemblies.	Singing and action songs.  Performing during Harvest, Easter and Christmas Assemblies.  Singing in a variety of musical styles.	Performing during Harvest, Easter and Christmas Assemblies.  Singing and building upon knowledge in a variety of Genres introduced in Year 1



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<b>Play tuned and untuned instruments musically.</b>	Singing Nursery Rhymes with inclusion of basic instruments. (Clapping for percussion)	Percussion instruments. Performing during Harvest, Easter and Christmas Assemblies.	Recorder World. Performing during Harvest, Easter and Christmas Assemblies. Hands, Feet, Heart – African “I wanna be in a Band” - Rock
<b>Listen with concentration and understanding to a range of live and recorded music.</b>	Improvising with instruments. Listening to songs with different genres and responding to different styles.	Listening to songs with different genres. Listening to songs and understanding cultural relevance - Christmas	Recorder world. Listening to songs with different genres. Listening to songs and understanding cultural and geographical relevance.
<b>Experiment with, create, select and combine sounds using inter-related dimensions of music.</b>	Exploring different instruments. Performing to peers.	Historical context of music. Percussion instruments.	Recorder world. Using hands and feet as instruments.



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By the end of Key Stage 2 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. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

### **Pupils should be taught to:**

- 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.

	Year 3	Year 4	Year 5	Year 6
<b>Topics studied</b>	Recorder - Performance Hand drums and small percussion instruments - Performance 1990's music Historical context of musical styles, including introduction of new genres - R&B,	Guitars - Performance Glockenspiel and xylophones – Performance Baroque Era and music from the 1970's- ABBA Introduction of new genres -Grime, Tango, Gospel. Links to previous learning -	Guitar - Performance Classical Era and music from the 1980's Analysing rock performance after the Beatles Historical context of new genres- Jazz, Pop Ballads,	Keyboard - Performance Mixing previously studied genres – Pop and Motown Further historical context for previously studied genres – Jazz, Bhangra, Western, Classic and Gospel Celebration of individual women in the music industry



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	Western, Disco Classical, Musicals, Motown, Soul	Classical, Bhangra. And mixing styles -Latin Fusion	Motown Composition of own music and lyrics - Rap	– Carole King
<b>Play and perform in solo and ensemble contexts - singing</b>	Sing and play in class. Play as part of an ensemble.  Begin to use different tempi and dynamics.	Play as part of an ensemble. Use different tempi and dynamics. Sing in parts.	Grow greater awareness of what others are playing in an ensemble.	Develop leadership skills within ensemble. Performance in a music video.

			Choose appropriate dynamics, tempo and sounds.	
<b>Play and perform in solo and ensemble contexts – rhythm</b>	Copy a rhythmic phrase. Clap rhythm of a song whilst others tap the pulse. Tap the pulse, whilst other play rhythm. Say and tap up to 8 beat phrases. Clap an ostinato. Storytelling	Improvise rhythmic phrases. Play an ostinato accompaniment to a song.	Copy and improvise rhythmic phrases.  Combine ostinato phrases. Explore different metres.	Video project features multiple music examples.
<b>Improvise and compose music</b>	Create a rhythmic phrase. Create a simple melodic phrase. Improvise rhythmic phrases of equal length. Introduction to musical	Organise phrases in a simple structure. Create melodic phrase. Improvise melodic phrases.	Organise rhythmic and melodic phrases. Create a tune. Improvise rhythmic and melodic phrases over backing.	Create a tune using musical phrases. Composition based on a different medium/audience.



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	language, theory and composition.			
<b>Listen with attention to detail</b>	Recognise individual key instruments. Play simple tunes by ear. Sing songs from memory. Play short 4/5 note tune. Trace the shape of an 8 note song. Identify phrases of a song. Consider history of music in context. Place basic examples of music in time and place (Western)	Sing in parts from memory. Gospel in its historical context - Beethoven to slavery, Analysing performance of different choirs.	Listen for an individual part in multiple part music. Identify repeated and contrasting sections of recorded music. Copy melodic phrases. Analyse phrase structure of a song. Consider history of music in context – reflecting on previous units.	Match the metre of recorded music. Listen to different genres addressing cultural events – Christmas. Listen to music regarding the emotions of those producing it.
<b>Staff and musical notation</b>	Read and play 4/8 beat rhythm notation. Record compositions. Read basic staff notation (G, A, B).	Read and play pitch notation C-C.	Read, play and write 4/8 beat rhythmic notation. Identify lengths of notes: crotchet, quaver, minim, semi breves.	Notate compositions using the most appropriate method. Also dotted notation and semi-quavers.
			Write simple pitch notation. Explore scales and chords. Composition in a variety of genres.	Notate simple melodic phrases from dictation. Explore major and minor scales and chord sequences.
<b>Appreciate music and the History of</b>	Listen with attention to detail and internalize and recall sounds with increasing aural memory. Learn new songs quickly; sing from memory.		Developing knowledge of time and place contextually, applying this to all previous KS2 units Identify musical features (scale, arpeggio, canon, drone, dynamics, ostinato, timbre...) Analyse and comment on the effectiveness of how	



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### music

Identify rhythmic patterns, instruments and repetitions of sound/pattern.  
Internalise short melodies and play these on pitched instruments (play by ear).  
Analyse and compare different sound qualities  
Study cultural and historical significance of certain genres, bands and the time in which they were created.  
(TIMBRES) instrumental, vocal, environmental/natural, synthesised.  
Explain how sounds can create different intended effects.  
Recognise how the different musical elements are combined and used expressively.

sounds, images and lyrics are used to create different moods.  
Recognise different tempi – speeds of music  
Identify different meters – grouping of the beat – counting and feeling the pulse on the strong beat.

Describe the effect of different combinations of pitched notes using the terms tense-discord, relaxed-concord.  
Appraise own work by comparing/contrasting with work of others.  
Improve performance through listening, internalising and analysing.