

Cranbrook Primary School- Progression in Music

Subject

The power of music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

The aim of the music curriculum is to ensure a universal provision of music education, for all pupils. In time and resources, this provision is as follows:

- In Years 3 or 4, it is recommended that each class should start a whole-class instrumental programme lasting a minimum of one term. The mandatory term will be supported by teachers from the local Music Education Hub. Opportunities for development should continue beyond the mandatory term.
- There should be access to both rhythmic and melodic instruments in Key Stages 1 and 2; this may be as part of the whole-class instrumental programme and/or in other classroom teaching.

Intent

At Cranbrook Primary, we acknowledge the importance of music within our curriculum. We also recognise the invaluable cognitive and technical skills music develops and enhances. These are skills that can be applied and utilised in other subjects and activities, both inside and outside of school. We aim to create **confident communicators**, through a variety of performing, composing and listening experiences. These include reciting and chanting, singing and playing instruments, improvising and creating their own music. These varied opportunities aim to help develop our children's **confidence** and foster an enthusiasm for music. Solo performances aim to develop **independence and resilience** while small ensemble and whole class performances encourage **teamwork** and **mutual respect**.

Through instrumental tuition, we help pupils develop better **co-ordination** of their fine and gross motor skills. Music lessons are designed to further **enhance memory** and instil in each pupil the discipline and **perseverance** needed to achieve successful learning.

Our music curriculum is **culturally and socially diverse** which introduces all children to instrumentation and ensembles from around the globe. We aim to enhance our pupils' **cultural capital** by introducing them to a wide variety of genres and styles, with varied influences – both geographical and historical. **Inclusion** is central to our learning path in music, which **broadens pupils' horizons** and **deepens their working knowledge** of the subject, whilst gaining understanding and respect for other cultures, languages and traditions.

We create a **safe learning environment** that enables all pupils to engage in a subject that **improves wellbeing** and **promotes positivity**. Lessons allow the pupils to have meaningful interactions with others and **nurture a culture of creativity**.

Cranbrook Primary School- Progression in Music

Area of Study	R	1	2	3	4	5	6
Singing	Use voices expressively by singing and repeating familiar songs. These should include a variety of nursery rhymes and songs with a relatively limited pitch range.	<p>Use voices expressively by singing songs and speaking chants and rhymes.</p> <p>Sing collectively with accurate pitch, following the melody.</p> <p>Develop a wider repertoire of songs that continues to develop their natural vocal range.</p> <p>Sing call and response songs in a variety of languages.</p>	<p>Sing songs regularly with a wider pitch range.</p> <p>Use voices expressively by singing songs and speaking chants and rhymes.</p> <p>Sing collectively with accurate pitch, following the melody.</p> <p>Introduce dynamics and tempo to singing performances.</p>	<p>Sing a wider range of unison songs of varying styles, with a wider pitch range.</p> <p>Perform songs with actions like clapping and stomping.</p> <p>Use voices expressively by singing songs and speaking chants and rhymes.</p> <p>Sing collectively with accurate pitch, following the melody.</p> <p>Vary the tempo and dynamics during singing performances</p>	<p>Sing songs from memory with accurate pitch; in unison and in two parts, with clear diction.</p> <p>Demonstrate an awareness of character or style in singing performances.</p> <p>Continue to perform songs with a variety of actions and movements i.e. body percussion.</p> <p>Use voices expressively by singing songs and speaking chants and rhymes.</p> <p>Vary the tempo and dynamics during singing performances.</p>	<p>Hold own part in rounds and two or three-part singing with accurate pitch and clear diction.</p> <p>Demonstrate an awareness of character or style in performances and sing with expression.</p> <p>Continue to perform songs with a variety of actions and movements i.e. body percussion.</p> <p>Increase performance opportunities inside and outside of the school to build confidence.</p> <p>Sing with an awareness of other musical</p>	<p>To sing in multiple parts with accurate pitch, rhythm and clear diction.</p> <p>To continue to increase performance opportunities inside and outside of school.</p> <p>To sing songs from different traditions, from various parts of the world in different languages.</p> <p>Demonstrate an awareness of character or style in performances and sing with expression and appropriate phrasing.</p> <p>Sing with an awareness of</p>

Cranbrook Primary School- Progression in Music

						elements. As well as tempo and dynamic changes, add articulation and timbre changes in performances.	other musical elements. As well as tempo and dynamic changes, add articulation and timbre changes in performances.
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Listening and Appraising	<p>Incorporate recorded and live musical experiences in music lessons.</p> <p>Repeat listening sessions as children like to hear familiar songs and pieces of music.</p> <p>Encourage children to say what they liked or disliked about the music.</p>	<p>Listen to a variety of recorded performances from different times in history and different cultural traditions (with and without visuals).</p> <p>Talk about the music and explore feelings and emotions.</p> <p>Listen to sounds and compare musical opposites.</p>	<p>Listen to a variety of recorded performances from different times in history and different cultural traditions (with and without visuals).</p> <p>Listen to live performances where possible.</p> <p>Discuss feelings and emotions and in addition start to describe the music more 'musically'.</p>	<p>Analyse and compare sounds and pieces of music.</p> <p>Begin to use more expressive musical language.</p> <p>Listen to a variety of recorded performances from different times in history and different cultural traditions (with and without visuals).</p>	<p>Be able to recognise and discuss contrasting musical styles using appropriate expressive musical language.</p> <p>Begin to identify how musical elements such as pitch, dynamics, tempo etc. can be organised in musical pieces to create certain effects and tell stories.</p>	<p>Be able to recognise and discuss contrasting musical styles using appropriate expressive musical language.</p> <p>Identify the basic musical elements when listening to a piece of music and begin to identify the more advanced concepts of texture, timbre and tonality.</p> <p>Listen to, and learn about,</p>	<p>Listen to a variety of musical styles and genres from different periods in history and different cultural traditions.</p> <p>Be able to use a wide range of musical vocabulary to accurately describe, discuss and appraise music.</p> <p>Be able to identify metre, texture, structure, pitch, tempo, dynamics</p>

Cranbrook Primary School- Progression in Music

				Introduce brief contextual information when completing listening tasks.	To be able to identify the metre of a piece of music when listening. Listen to and learn about music from different periods in history and different parts of the world and enrich the learning by developing an understanding of the social and historical context it was written in.	music from different periods in history and different parts of the world. Enrich the learning by developing an understanding of the social and historical context of the music.	etc. and think about how these musical elements can be organised to communicate different moods and feelings. Introduce more opportunities for pupils to attend live music concerts inside and outside of the school setting.
Area of Study	R	1	2	3	4	5	6
Performance and Musicianship	Play for extended periods of time, with a collection of sound-making instruments. Pupils can repeat or echo sounds made on	Keep the beat by walking, tapping and clapping. Repeat rhythmic patterns accurately. Increase co-ordination when	Walk, move, clap or tap a steady beat with others. Handle a wider range of instruments in a more controlled way.	Begin to learn a tuned percussion or melodic instrument (such as the recorder), using staff notation. Move stepwise at first and work	Continue with instrumental tuition in music lessons on either the same instrument or an instrument from a different instrumental family.	Continue with instrumental tuition in music lessons on either the same instrument or an instrument from a different instrumental family.	Continue with instrumental tuition in music lessons on either the same instrument or an instrument from a different instrumental family.

Cranbrook Primary School- Progression in Music

	<p>untuned percussion instruments by a teacher.</p> <p>Explore using different instrumental sounds as part of singing performances.</p>	<p>playing percussion instruments.</p> <p>Perform short chants.</p> <p>Imitate pitch accurately when singing.</p> <p>Follow pictures or symbols as a guide when playing an unpitched percussion instrument.</p> <p>Start to develop an understanding of pitch, dynamics, tempo and articulation when performing.</p>	<p>Play repeated rhythms (ostinati) on untuned instruments and perform short pitched patterns on tuned instruments.</p> <p>Follow pictures or symbols as a guide when playing an unpitched percussion instrument.</p> <p>Recognise dot notation and match it to three note tunes played on a tuned instrument.</p> <p>Continue to develop an understanding of pitch, dynamics, tempo and articulation</p>	<p>on rhythmic accuracy.</p> <p>Introduce crotchets, minims and paired quavers (performing and reading).</p> <p>Perform in a solo and ensemble setting, increasing pupils' confidence in communicating their musical performances.</p> <p>Perform pieces of music at different speeds, introducing the terms adagio, andante and allegro.</p> <p>Perform pieces using different dynamics (piano, forte, mezzo</p>	<p>Continue to work on pupils' accuracy in pitch and rhythm when performing.</p> <p>Increase technical control of instrument working on things like breathing and fingering.</p> <p>As well as solo/and unison ensemble performances, work towards performing in two or more parts.</p> <p>When reading notation, introduce and understand the differences between crotchets, minims, semibreves,</p>	<p>Continue to understand the note durations such as crotchets, minims, semibreves, single and paired quavers, dotted notes, and all related rests.</p> <p>When learning a new instrument, understand the different techniques needed to perform and work on the accuracy of these techniques, for example, strumming and plucking a ukulele.</p> <p>Understand the difference between a melody and a chord and know how to play both.</p>	<p>Continue to understand the note durations such as crotchets, minims, semibreves, single and paired quavers, dotted notes, and all equivalent rests.</p> <p>If learning an instrument like a keyboard, be able to play a melody and separately play chords and/or a bass line as a solo or in and ensemble setting.</p> <p>Extend pupils' performing opportunities in school ensembles (e.g. orchestra, bands, clubs)</p>
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Cranbrook Primary School- Progression in Music

			<p>when performing.</p> <p>Perform together as part of a group or larger ensemble, following a conductor. Rehearse together to create a performance where pupils begin and finish together.</p>	<p>piano and mezzo forte).</p>	<p>single and paired quavers, dotted notes, and all equivalent rests.</p> <p>Increase use and awareness of musical elements in performances, for example, using crescendo and diminuendo dynamic changes, and legato and staccato articulation changes.</p> <p>Begin to understand metre and how to identify different time signatures, including those with irregular metres.</p> <p>Pupils should have the</p>	<p>Perform simple chordal accompaniments to an instrumental or vocal melody.</p> <p>Create opportunities for pupils to perform instruments in mixed ensembles with two or more parts to being to understand texture in music and the different layers of sound that create a whole piece of music, for example rhythm, melody, chords.</p> <p>Pupils should have the opportunity to experience different types of notation, for example TAB/tablature</p>	<p>Read and perform a four-bar phrase from staff/TAB/graphic notation.</p> <p>Continue to incorporate musical elements into performances and extend knowledge, for example, pianissimo and fortissimo in dynamics, rallentando in tempo, accents in articulation.</p> <p>Create opportunities for pupils to perform instruments in mixed ensembles with two or more parts.</p> <p>To understand texture in music and the different layers of sound</p>
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Cranbrook Primary School- Progression in Music

					<p>opportunity to perform music from different historical periods and different cultural traditions.</p>	<p>and or graphic notation.</p> <p>Pupils should continue to incorporate knowledge of the musical elements such as dynamics, tempo, articulation and duration into performances, whilst learning about tonality and major and minor.</p> <p>Pupils should have the opportunity to perform music from different historical periods and different cultural traditions.</p> <p>By Year 5 pupils should have had the opportunity to improvise</p>	<p>that create a whole piece of music, for example rhythm, melody, chords.</p> <p>Continue to add to musical element knowledge by adding structure to texture and tonality. Pupils should be able to identify and perform different sections of a piece of music and know how they work together, for example, ABA structure, verse chorus structure and 12 bar blues.</p> <p>Pupils will be performing pieces with multiple parts and begin to learn how cross rhythms and</p>
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Cranbrook Primary School- Progression in Music

						vocally or instrumentally over a drone or a groove.	polyrhythms are put together.
Area of Study	R	1	2	3	4	5	6
Composition and Improvisation	<p>Make up own songs in response to a range of stimuli.</p> <p>Children should have the opportunity to create spontaneous, improvised music vocally and on a variety of instruments or sound-makers.</p> <p>Create music in response to movement.</p>	<p>Improvise simple vocal chants using question and answer phrases.</p> <p>Create musical sound effects and short sequences of sounds in response to pictures (weather, animals, vehicles etc.)</p> <p>Recognise how graphic notation can represent different sounds. Explore creating symbols.</p>	<p>Improvise simple question and answer phrases with teacher or partner to create a musical conversation.</p> <p>Create musical sound effects in response to images or short films, using voice and/or musical instruments.</p> <p>Use graphic symbols or dot and stick notation as a record of composed pieces. Invent own symbols in relation to music played.</p>	<p>Become more skilled at improvising short on-the-spot responses to rhythmic and melodic questions with a limited note range. This can be structured as whole class, individual and/or small ensemble performances.</p> <p>Begin to learn how to structure musical ideas using echo or question and answer phrases.</p> <p>Compose musical ideas in relation to stories, poems,</p>	<p>Improvise on a tuned instrument or vocally a short tune using three to five notes. Use musical features such as legato and staccato.</p> <p>If learning a tuned instrument, combine rhythmic notation with letter names to create a three to five note phrase that can be performed by itself.</p> <p>Use note durations such as crotchets, minims, quavers</p>	<p>Improvise over a drone using something like a pentatonic scale on melodic or tuned instruments.</p> <p>Be able to incorporate dynamics and tempo changes into compositional performances.</p> <p>Introduce tonality into compositional work, getting pupils to make decisions about major and minor melodies and chords. Use C or G major and A minor. Enhance performances</p>	<p>Improvise music with multiple sections (within a composed structure). Improvise and create a chord sequence. Extend improvised melodies.</p> <p>Compose an eight to sixteen beat melodic phrase using something like a pentatonic scale on tuned percussion or melodic instruments.</p> <p>Compose a rhythmic or melodic piece of music showing a variety of musical</p>

Cranbrook Primary School- Progression in Music

			<p>Understand the difference between creating a rhythmic pattern and a melodic or pitch pattern.</p>	<p>pictures and short films.</p> <p>Combine rhythmic notation with rising and falling dots to signify pitch.</p> <p>Compose rhythmic accompaniments on untuned percussion instruments to simple songs.</p>	<p>and equivalent rests in compositions.</p>	<p>with rhythmic or chordal accompaniments.</p> <p>Capture and record creative compositional ideas using either, graphic symbols, rhythm notation, staff notation etc.</p> <p>Use chords to compose music to evoke a specific mood or atmosphere, for example music that describes water or happiness.</p>	<p>elements including; duration, pitch, tempo, dynamics and articulation.</p> <p>Show knowledge of texture and structure in compositions, for example use of cross rhythms and the use of ABA or ABACA form (ternary and rondo).</p> <p>Capture and record creative compositional ideas using either, graphic symbols, rhythm notation, staff notation etc.</p> <p>Use chords to compose music to evoke a specific mood or atmosphere, for example music that describes</p>
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Cranbrook Primary School- Progression in Music

							water or happiness.
Key Vocabulary							
	R	Y1	Y2	Y3	Y4	Y5	Y6
	Use music to: *Create a warm, positive atmosphere *To ease transitions *To re-engage pupils. *To learn social values and behaviours. *To learn letters and numbers. *To celebrate diversity and solidarity. *To make connections between music and language.	Hall of the Mountain King Peter and the Wolf Beethoven Symphony Percussion Shaker Claves Tambourine Drum Contrasts Fast/Slow High/Low Loud/Quiet Smooth/Jumpy Beat and pulse	Benjamin Britten 'Storm' Sea shanties Fanfare Coronation Nation anthem Call and response Instrumentation Glockenspiel Orchestra Conductor Strings Woodwind Brass Percussion Djembe Call and response Ostinato Dynamics Loud/Quiet Duration Walk Stride Running Tempo	Vivaldi's Four Seasons Opera Soprano Tenor Aria Body percussion Hans Zimmer 'Earth' Instrumentation Recorder Violin, viola, cello, double bass Flute, clarinet, oboe, bassoon Trumpet, French horn, trombone, tuba, Dynamics Piano Forte Mezzo piano Mezzo forte Duration Crotchet Minim	Mozart Concertos (orchestra/solo) Joseph Bologne Samba (Brazil) Tango (Argentina) Holst's Planets and Mars Jazz Improvisation Syncopation Miles Davis Instrumentation Timpani French horn Saxophone Piano Dynamics Diminuendo Crescendo Duration Semibreve Dotted minim Dotted crotchet Tempo Presto	Chord Accompaniment Tonality Major Minor Strum Pluck Instrumentation Ukulele, oud, guitar Native American instruments Marching Bands Texture Ravi Shankar Talvin Singh Melody Drone Rhythm Tanpura Bansuri flute Sitar Tabla Ragas Pentatonic scale 12 Bar Blues	Instrumentation Djembe, kora, tama drum, mbira Oral tradition Griot Qanun Zurna Rebab Oud Doumbek Piano Scott Joplin Duke Ellington Minimalism Steve Reich Ostinato Polyrhythm Texture Monophonic Polyphonic Tone and bass Accent

Cranbrook Primary School- Progression in Music

			Fast/Slow	Quavers Tempo Adagio Andante Allegro	Lento Rallentando Timbre Articulation Staccato Legato Tied notes Slurs Metre and time signatures F#	Verse chorus structure	
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