

Wardley CE Primary School: Music Curriculum Progression

Progression in Music Skills: Wardley CE Primary School					
Y1	Y1 Music Threshold Concepts				
Y1	Music Units	To Perform	To Compose	To Transcribe	To Describe Music
Y1	<p>Pulse and Rhythm All About Me</p> <p>Classical Music, Dynamics and Tempo Animals</p> <p>Musical vocabulary Under the Sea</p> <p>Timbre and Rhythmic Patterns Fairy Tales</p> <p>Pitch and Tempo Superheroes</p> <p>Vocal and Body Sounds By the Sea</p>	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.
Y2	Y2 Music Threshold Concepts				
Y2	Music Units	To Perform	To Compose	To Transcribe	To Describe Music
Y2	<p>West African Call & Response Songs Animals</p> <p>Orchestral Instruments Traditional Western Stories</p>	<ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing or play an instrument. 	<ul style="list-style-type: none"> • Create a sequence of long and short sounds. • Clap rhythms. • Create a mixture of different sounds (long 	<ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. 	<ul style="list-style-type: none"> • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch.

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	<p>Musical Me</p> <p>Dynamics, Timbre, Tempo and Motifs Space</p> <p>On the Island British Songs and Sounds</p> <p>Myths and Legends</p>	<ul style="list-style-type: none"> • Make and control long and short sounds, using voice and instruments. • Imitate changes in pitch. 	<p>and short, loud and quiet, high and low).</p> <ul style="list-style-type: none"> • Choose sounds to create an effect. • Sequence sounds to create an overall effect. • Create short, musical patterns. • Create short, rhythmic phrases. 		
Y3	Y3 Music Threshold Concepts				
Y3	Music Units	To Perform	To Compose	To Transcribe	To Describe Music
Y3	<p>Ballads</p> <p>Creating compositions in response to animation Mountains</p> <p>Developing singing technique Vikings</p>	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.

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	<p>Pentatonic melodies and composition Chinese New Year</p> <p>Jazz</p> <p>Traditional instruments and improvisation India</p>		<ul style="list-style-type: none"> • Use digital technologies to compose pieces of music. 		
Y4	Y4 Music Threshold Concepts				
Y4	Music Units	To Perform	To Compose	To Transcribe	To Describe Music
Y4	<p>Whole Class Instrumental Tuition (WCIT).</p> <p>Delivered by Salford's Music And Performing Arts Service (MAPAS).</p>	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Maintain a simple part within a group. • Pronounce words within a song clearly. • Show control of voice. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<ul style="list-style-type: none"> • Compose and perform melodic songs. • Use sound to create abstract effects. • Create repeated patterns with a range of instruments. • Create accompaniments for tunes. • Use drones as accompaniments. • Choose, order, combine and control sounds to create an effect. • Use digital technologies to compose pieces of music. 	<ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest. • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<ul style="list-style-type: none"> • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Understand layers of sounds and discuss their effect on mood and feelings.

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Y5	Y5 Music Threshold Concepts				
Y5	Music Units	To Perform	To Compose	To Transcribe	To Describe Music
Y5	<p>Composition notation Ancient Egypt</p> <p>Blues</p> <p>South and West Africa</p> <p>Composition to represent the festival of colour Holi</p> <p>Looping and remixing</p> <p>Musical theatre</p>	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns

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			<ul style="list-style-type: none"> • Use digital technologies to compose, edit and refine pieces of music. 		<ul style="list-style-type: none"> • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.
Y6	Y6 Music Threshold Concepts				
Y6	Music Units	To Perform	To Compose	To Transcribe	To Describe Music
Y6	<p>Advanced Rhythms</p> <p>Dynamics Pitch and Tempo Fingal's Cave</p> <p>Songs of WW2</p> <p>Film Music</p> <p>Theme and Variation Pop Art</p> <p>Composing and Performing a Leavers' Song</p>	<ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<ul style="list-style-type: none"> • Create songs with verses and a chorus. • Create rhythmic patterns with an awareness of timbre and duration. • Combine a variety of musical devices, including melody, rhythm and chords. • Thoughtfully select elements for a piece in order to gain a defined effect. • Use drones and melodic ostinati (based on the pentatonic scale). • Convey the relationship between the lyrics and the melody. • Use digital technologies to compose, edit and refine pieces of music. 	<ul style="list-style-type: none"> • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Read and create notes on the musical stave. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Understand and use the # (sharp) and ♭ (flat) symbols. • Use and understand simple time signatures. 	<ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements <ul style="list-style-type: none"> • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning.

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