



## Abbey Road Primary School – Music Progression

The National Curriculum for music aims to ensure that all pupils:

- 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
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS1	KS2
<ul style="list-style-type: none"><li>• Use voices expressively by singing songs and speaking chants and rhymes.</li><li>• Play tuned and untuned instruments musically.</li><li>• Listen with concentration and understanding to a range of high-quality live and recorded music.</li><li>• Make and combine sounds using the inter-related dimensions of music.</li></ul>	<ul style="list-style-type: none"><li>• Play and perform in solo and ensemble contexts, using voice and playing instruments with increasing accuracy, control and expression.</li><li>• Improvise and compose music using the inter-related dimensions of music separately and in combination.</li><li>• Listen with attention to detail and recall sounds with increasing aural memory.</li><li>• Use and understand the basics of the stave and other musical notations.</li><li>• Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers.</li><li>• Develop an understanding of the history of music.</li></ul>

At Abbey Road we use the Charanga scheme for teaching music. This is also supplemented by additional instrumental teaching. All musical learning is built around the interrelated dimensions: pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation. These dimensions are at the centre of all the learning; they are musical building blocks. This is an integrated approach to musical learning where games, the interrelated dimensions of music, singing and playing instruments are all linked (spiral of learning).



	Foundation	Year 1	Year 2
<b>Use voices expressively and creatively</b>	<p>Begin to build a repertoire of songs – eg: nursery rhymes, Xmas songs, action songs</p> <p>Perform to parents/carers – songs and a story</p>	<p>Explore the use of the voice: Learning songs – repeating chants - <b>Hey You! / In the Groove</b></p> <p>Use their voices expressively and creatively with confidence <b>Hey You! / Christmas Production / In the Groove</b></p> <p>Develop knowledge of dynamics, rhythm and pitch when singing - <b>Hey You! / In the Groove</b></p>	<p>Charanga – <b>Hands Heart Feet</b> singing</p> <p>Singing a song in a round – <b>London’s Burning</b></p> <p>Call and response song: <b>Hole in my Bucket</b></p> <p>Sing topic-related songs using creativity and expression to create dramatic effect.</p>
<b>Play tuned and untuned instruments</b>	<p>Explore different sounds of instruments</p> <p>Experiment with untuned instruments</p> <p>Clapping games – syllables, words</p> <p>Play in groups – eg: all same instruments together</p> <p>Changing tempo – slowly, quickly</p> <p>Choose an instrument to create a specific sound</p>	<p>Identify the pulse in a piece and move/play along to it - <b>Hey You! / In the Groove / Recorder sessions</b></p> <p>Identify different dynamics in music / own playing - <b>Hey You! / In the Groove / Recorder sessions</b></p> <p>Control dynamics - <b>Hey You! / In the Groove / Recorder sessions</b></p> <p>Play un-tuned instruments within a group together- <b>Hey You! / In the Groove</b></p> <p>Maintaining a steady pulse / tempo, control the speed of sounds made, start and stop a sound - <b>Hey You! / In the Groove / Recorder sessions</b></p> <p>To learn B A G on the recorder and begin to use music vocabulary - <b>Recorder sessions</b></p>	<p>Perform simple rhythmic patterns / Control playing a drum learning different techniques - <b>Charanga Djembe drumming</b></p> <p>Keep a steady pulse whilst adding rhythmic patterns - <b>Charanga Djembe drumming / Hands Heart Feet / Zoo Time</b></p> <p>Read and play notations individually, in teams and as a class - <b>Charanga Djembe drumming</b></p> <p>Add instruments to songs- <b>Hands Heart Feet / Zoo Time</b></p> <p>Recall, repeat and play simple rhythmic patterns - <b>Charanga Djembe drumming</b></p>
<b>Listen with concentration and understanding</b>	<p>Performing actions and movements to topic songs/music</p> <p>Listening to different sounds – eg: animals, rain</p>	<p>Listen to a variety of music from Charanga scheme - <b>Hey You! / In the Groove</b></p> <p>Listen with attention to detail and concentration</p> <p>Identify different instruments in a piece of music</p> <p>Describe how a piece of music makes you feel</p> <p>Express opinions, discuss similarities and differences - <b>Hey You! / In the Groove</b></p>	<p>Notice how music can be used to create different moods and effects and to communicate ideas - <b>Charanga Djembe drumming / Hands Heart Feet / Zoo Time</b></p> <p>Listen and understand how to improve own composition - <b>Charanga Djembe drumming / Hands Heart Feet / Zoo Time</b></p> <p>Sort composers into different genres and instruments into different types - <b>Hands Heart Feet / Zoo Time</b></p>
<b>Experiment with, create, select and combine sounds</b>	<p>Choose different instruments, including the voice, to create sound effects in play</p> <p>Explore how to change sounds</p> <p>To make music match different super powers</p>	<p>Improvise, playing along to a piece of music - <b>Hey You! / In the Groove</b></p> <p>Create a sequence of long and short sounds with help, including clapping longer rhythms - <b>Hey You!</b></p> <p>Investigate making sounds that are very different (loud and quiet, high and low etc.) - <b>Hey You!</b></p>	<p>Choose carefully and order sounds in a beginning, middle and end - <b>Hands Heart Feet / Zoo Time</b></p> <p>Create short musical patterns - <b>Charanga Djembe drumming / Hands Heart Feet / Zoo Time</b></p> <p>Investigate long and short sounds- <b>Charanga Djembe drumming</b></p> <p>Explore changes in pitch to communicate an idea - <b>Hands Heart Feet / Zoo Time</b></p>



	Year 3	Year 4	Year 5	Year 6
<b>Play and Perform</b>	<p>Perform simple melodic and rhythmic parts - <b>Let your Spirit Fly! / Glockenspiels Charanga</b></p> <p>Improvise repeated patterns - <b>Let your Spirit Fly! / Glockenspiels Charanga</b></p> <p>Perform with confidence - <b>Let your Spirit Fly! / Glockenspiels Charanga</b></p> <p>Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal) - <b>Glockenspiels Charanga</b></p>	<p>Perform simple melodic and rhythmic parts with awareness of others - <b>Glockenspiels Charanga</b></p> <p>Improvise repeated patterns growing in sophistication - <b>Glockenspiels Charanga</b></p> <p>Maintain a simple part within a group- <b>Glockenspiels Charanga / Instrumental tuition</b></p> <p>Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal) - <b>Glockenspiels Charanga</b></p> <p>Play notes on instruments with care so they sound clear - <b>Glockenspiels Charanga / Instrumental tuition</b></p> <p>Perform with control and awareness of what others in the group are singing or playing - <b>Glockenspiels Charanga / Instrumental tuition</b></p> <p>Sustain a drone or melodic ostinato to accompany singing - <b>Glockenspiels Charanga</b></p>	<p>I create songs with an understanding of the relationship between lyrics and melody - <b>Livin' on a Prayer - Bon Jovi / Classroom Jazz 1</b></p> <p>Whilst performing by ear and from notations, I maintain my own parts with awareness of how the different parts fit together and the need to achieve an overall effect - <b>Livin' on a Prayer - Bon Jovi / Planet Music</b></p> <p>Hold a part in a round - <b>Classroom Jazz 1</b></p> <p>Perform songs in a way that reflects their meaning and the occasion - <b>Planet Music</b></p>	<p>Perform significant parts from memory and from notations with awareness of own contribution – <b>Production / Classroom Jazz 2 / You've got a Friend</b></p> <p>Refine and improve own work - <b>Classroom Jazz 2 / You've got a Friend</b></p> <p>Perform alone and in a group, displaying a variety of techniques – <b>Production / Classroom Jazz 2 / You've got a Friend</b></p> <p>Take turns to lead a group - <b>Classroom Jazz 2 / You've got a Friend</b></p> <p>Sing 2-part harmony - <b>Production</b></p>
<b>Improvise and compose music</b>	<p>To compose music that combines musical elements - <b>Let your Spirit Fly! / Glockenspiels Charanga</b></p> <p>Carefully choose sounds to achieve an effect - <b>Let your Spirit Fly!</b></p> <p>Order sounds to help create an effect - <b>Let your Spirit Fly!</b></p> <p>Create short musical patterns with long and short sequences and rhythmic phrases - <b>Let your Spirit Fly! / Glockenspiels Charanga</b></p>	<p>Compose music that combines several layers of sound - <b>Glockenspiels Charanga</b></p> <p>Awareness of the effect of several layers of sound. compose and perform melodies and songs (Including using ICT) - <b>Glockenspiels Charanga / Instrumental tuition / Computing Unit</b></p> <p>Recognise and create repeated patterns with a range of instruments - <b>Glockenspiels Charanga</b></p> <p>Carefully choose order, combine and control sounds with awareness of their combined effect - <b>Glockenspiels Charanga / Instrumental tuition</b></p>	<p>Use the venue and sense of occasion to create performances that are well appreciated by the audience - <b>Space Music</b></p> <p>Compose by developing ideas within musical structures</p> <p>Improvise melodic and rhythmic phases as part of a group performance Improvise within a group - <b>Livin' on a Prayer - Bon Jovi / Classroom Jazz 1</b></p> <p>Use sound to create abstract effects - <b>Space Music</b></p>	<p>Improvise melodic and rhythmic material within given structures - <b>Classroom Jazz 2 / You've got a Friend</b></p> <p>Show thoughtfulness in selecting sounds and structures to convey an idea - <b>Classroom Jazz 2 / You've got a Friend</b></p> <p>Create my own musical patterns - <b>Classroom Jazz 2 / You've got a Friend</b></p> <p>Use a variety of different musical devices including melody, rhythms, and chords - <b>Classroom Jazz 2 / You've got a Friend</b></p>



<p><b>Listen with attention to detail and recall sounds</b></p>	<p>To notice and explore the way sounds can be combined and used expressively - <b>Let your Spirit Fly!</b></p> <p>Listen to different types of composers and musicians - <b>Let your Spirit Fly!</b></p>	<p>To notice, analyse and explore the way sounds can be combined and used expressively - <b>Glockenspiels Charanga / Instrumental tuition</b></p> <p>To comment on musician’s use of technique to create effect - <b>Glockenspiels Charanga / Instrumental tuition</b></p>	<p>Notice and explore the relationship between sounds - <b>Livin’ on a Prayer - Bon Jovi / Classroom Jazz 1</b></p> <p>Notice and explore how music reflects different intentions - <b>Space Music</b></p>	<p>Notice, comment on and compare the use of musical devices - <b>Classroom Jazz 2 / You’ve got a Friend</b></p> <p>Notice, comment on and compare the relationship between sounds - <b>Classroom Jazz 2 / You’ve got a Friend</b></p> <p>Notice, comment on, compare and explore how music reflects different intentions - <b>Classroom Jazz 2 / You’ve got a Friend</b></p>
<p><b>Use and understand staff and other musical notation</b></p>	<p>Use staff and musical notation when composing work - <b>Glockenspiels Charanga</b></p> <p>Know how many beats in a minim, crotchet and semibreve and recognise their symbols - <b>Glockenspiels Charanga</b></p>	<p>Learn to read music during instrumental lessons - <b>Instrumental tuition</b></p> <p>Use staff and musical notation when composing work - <b>Glockenspiels Charanga</b></p> <p>Know how many beats in a minim, crotchet and semibreve and recognise their symbols - <b>Glockenspiels Charanga/ Instrumental tuition</b></p> <p>Know the symbol for a rest in music, and use silence for effect in my music - <b>Glockenspiels Charanga / Instrumental tuition</b></p>	<p>Know and use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play - <b>Livin’ on a Prayer Bon Jovi / Classroom Jazz 1</b></p> <p>Draw a treble clef at the correct position on the stave - <b>Classroom Jazz 1</b></p>	<p>Use of a variety of notation when performing and composing - <b>Classroom Jazz 2 / You’ve got a Friend</b></p> <p>Compose music for different occasions appropriate musical devices - <b>Classroom Jazz 2 / You’ve got a Friend</b></p> <p>Quickly read notes and know how many beats they represent - <b>Classroom Jazz 2 / You’ve got a Friend</b></p> <p>Use a range of words to help describe music (e.g. pitch, duration, dynamics, tempo, timbre, texture and silence - <b>Classroom Jazz 2 / You’ve got a Friend</b></p> <p>Describe music using musical words and use this to identify strengths and weaknesses in music - <b>Classroom Jazz 2 / You’ve got a Friend</b></p>
<p><b>Appreciate and understand a wide range of live and recorded music</b></p>	<p>Begin to recognise and identify instruments being played - <b>Let your Spirit Fly! / Music Around the World / Glockenspiels Charanga</b></p> <p>Comment on likes and dislikes - <b>Music Around the World</b></p> <p>Recognise how musical elements can be used together to compose music - <b>Let your Spirit Fly! / Glockenspiels Charanga</b></p>	<p>Begin to recognise and identify instruments and numbers of instruments and voices being played- <b>Glockenspiels Charanga</b></p> <p>Compare music and express growing tastes in music - <b>Glockenspiels Charanga</b></p> <p>Explain how musical elements can be used together to compose music - <b>Glockenspiels Charanga</b></p>	<p>Compare and evaluate different kinds of music using appropriate musical vocabulary - <b>Livin’ on a Prayer - Bon Jovi / Classroom Jazz 1</b></p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music - <b>Livin’ on a Prayer - Bon Jovi / Classroom Jazz 1</b></p>	<p>Analyse and compare musical features choosing appropriate musical vocabulary - <b>Classroom Jazz 2 / You’ve got a Friend</b></p> <p>Explain and evaluate how musical elements, features and styles can be used together to compose music - <b>Classroom Jazz 2 / You’ve got a Friend</b></p>



<p><b>Develop an understanding of the history of music</b></p>	<p>Describe the different purposes of music throughout history and in other cultures. <b>Let your Spirit Fly! / Music Around the World</b></p> <p>Understand that the sense of occasion affects the performance - <b>Let your Spirit Fly! / Music Around the World</b></p>	<p>Understand that the sense of occasion affects the performance - <b>Glockenspiels Charanga / Instrumental tuition</b></p> <p>Combine sounds expressively - <b>Glockenspiels Charanga / Instrumental tuition</b></p> <p>Use different venues and occasions to vary my performances - <b>Instrumental tuition</b></p>	<p>Understand the different cultural meanings and purposes of music, including contemporary culture - <b>Livin' on a Prayer - Bon Jovi / Classroom Jazz 1 / Space Music</b></p>	<p>Notice and explore how music reflects time, place and culture - <b>Classroom Jazz 2</b></p> <p>Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural - <b>Classroom Jazz 2</b></p> <p>Use different venues and occasions to vary performances - <b>Production</b></p>
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## EYFS lesson structure

1. Listen and Respond
2. Explore and Create - initially using voices only, but building to using classroom instruments too
3. Singing - nursery rhymes and action songs - building to singing and playing
4. Share and Perform

## Key Stage 1 and Key Stage 2 lesson structure

1. Listen and Appraise
2. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through:
  - a. Games (Warm-up Games and Flexible Games)
  - b. Singing
  - c. Playing Instruments (classroom and or band instruments)
  - d. Improvisation
  - e. Composition
3. Perform and Share