

Curriculum Progression Map

Music Curriculum Intent:

At Warden Hill all children experience a wealth of musical opportunities to create, participate and perform both individually and as part of a whole class ensemble. They will learn and appreciate music from around the world and develop a lifelong love for the subject. Children will have an opportunity can learn a musical instrument as well as have multiple opportunities to sing and play classroom instruments. Through actively participating in interactive sessions they will grow in confidence and develop their individual musicality.

Assessment

- Golden thread of progression: Performance – class videos of children making progress as young musicians.
- Whole school performances throughout the year including events such as Young Voices, Carol concert and collaborations with other schools for example Cheltenham College Prep School
- Curriculum – Progression map supported by Music Express, Music Active Digital and cool4school resources with formative ongoing assessment in lessons providing ways to improve and feedback.
- Mind maps using Music vocabulary and pictures, showing individual responses to music in back of sketch books. Summative assessment at end of year, using collected evidence throughout the year to give an overall judgement of progress.
- Pupil Voice – conducted by Arts SLG



	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
RECEPTION						
PERFORMING	<ul style="list-style-type: none"> Begins to build a repertoire of songs and dances Explores body percussion to create contrasts using voices and body Use actions to explore a beat Explores the different sounds of instruments Experiment with ways of changing sounds Listen and respond to different styles of music, as well as through movement Talk about music expressing feelings and responses 		<ul style="list-style-type: none"> Sing some songs by heart Explore and use pace and tempo Explore and use musical instruments Explore and identify different sounds Listen and respond to different styles of music Identify moods characterised within music Talk about music expressing feelings and responses Listen to music and respond through movement 		<ul style="list-style-type: none"> Explore tuned percussion sounds to identify different pitch Listen and respond to different styles of music Sing rhymes / songs composition share and perform Listen to music and respond through movement 	
COMPOSERS	<ul style="list-style-type: none"> I know some nursery rhymes and Christmas songs by heart I know some simple dances and can move to the rhythm of a song I know that sounds can be changed I know how to create a beat I know that there are different styles of music I know about Gustav Holst and Ravi Shankar 		<ul style="list-style-type: none"> I know some songs by heart I know about beats, pace and tempo I know instruments make different sounds I know that there are different styles of music I know about Judith Weir and Bernie Krause 		<ul style="list-style-type: none"> I know how to move to different styles of music I know that classical music is a genre of music I know that sounds can depict different themes e.g. weather I know how to make up my own song and share and perform to a group I know about Vivaldi and Danny Elfman 	
KEY VOCABULARY	<ul style="list-style-type: none"> Chant Sing Follow Repeat Sounds 		<ul style="list-style-type: none"> Fast Slow High Low Instrument 		<ul style="list-style-type: none"> Loud Quiet (use instead of soft) Rhythm Song 	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1						
Unit	Rhythm & Pulse from Active Music	Christmas Singing Around The Tree / Ourselves	Weather	Pitch from Active Music	Patterns	Storytime
PERFORMING	To learn and experience what is meant by a PULSE. To learn to keep a pulse through actions and body percussion through playful songs and on percussion instruments.	We learn the songs for our Christmas performance through chanting and singing, adding actions to feel the beat. We will look at the audience when we perform and start to adopt good posture.	We sing play classroom instruments and sing songs about weather, controlling our dynamics and with weather sound effects.	We will learn to make higher and lower sounds with voices in response to gestures and visual patterns. We will follow a scale as it goes up and down with singing and actions and play tuned instruments.	We will sing songs about animals and tap our knees to mark a steady beat. We will perform patterns of 2, 3 and 4.	We will perform a mini musical about the Magic porridge pot. We will perform songs, including a rap with vocal, tuned and untuned percussion.
COMPOSING	We will enjoy using class percussion to explore and create different sounds, improvising rhythms and melodies.	We will enjoy using class percussion to explore and create different sounds, improvising rhythms and melodies.	We will use voices, movement and instruments to explore different ways that music can be used to describe the weather.	We will create musical patterns by writing 4-beat rhythm and pitch phrases, practising and performing them in groups.	We will explore different ways to emphasise the first beat in a repeating pattern or metre using body percussion and class percussion.	We will explore ways to depict descriptive sentences using percussion and add instrumental ideas.
APPRAISING	We will listen to and respond to the pitch by saying if it is low, medium or high, pointing to our knees, hips and shoulders. We will do this through singing and playing songs from Active Music.	We will listen to the music for our Christmas performance and respond to it by moving to the beat, copying the melody and pointing to our knees, hips and shoulders to indicate how high or low the notes are. We will discuss each lesson how we can improve our singing ready for performance.	We will listen to Beethoven's depiction of a storm in <i>The Pastoral Symphony</i> and discuss the use of timbre, dynamics and duration to portray the weather.	We will listen to and respond to the pitch notes and say whether their pitch is the same or different to another. We will echo back with accuracy and be able to point out inaccuracies of pitch.	We will listen and discuss different sounds on instruments and find different ways to vary their sound. We will identify metre by recognising its pattern.	We will listen to a piece of music and match it to its fairy tale. We will also listen to a musical of a traditional story and discuss the events.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Optional Resources	Singing Sherlock Book 1 – <i>Teddy Bear Rock and Roll</i> - <i>The Penguin Song</i>		Sing Up – <i>Rain on the Green Grass</i> Youtube – <i>You are my sunshine</i> - <i>Green Grass Grew</i> by the Singing Kettle Cool4school – <i>Rain dance</i>		Singing Sherlock Book 3 – <i>Did you feed by cow?</i> Youtube – <i>Boa Constrictor</i> by the Singing Kettle	Singing Sherlock Book 1 – - <i>Mirror, Mirror</i> - <i>The Three Little Pigs Rap</i>
KEY VOCABULARY As reception as well as:	<ul style="list-style-type: none">• Listen• Beat• Steady Beat• Perform• Voice		<ul style="list-style-type: none">• Shaker• Cymbal• Tambourine• Tempo• Sounds		<ul style="list-style-type: none">• Beater• Drum• Triangle• Tune	
YEAR 2						
Unit	Rhythm & Pulse from Active Music	Christmas Play / Ourselves	Seasons	Pitch from Active Music	Water	Toys
PERFORMING	We will sing songs with others and play rhythmic patterns (ostinati) using body percussion and class percussion. We will keep a steady beat and control the tempo.	We learn the songs for our Christmas Play and sing with increasing awareness of posture and control.	We will sing songs with the theme of the Seasons with Makaton signs and as a round.	We sing songs internalising and recalling melodic patterns. We will clap rhythmic patterns and play tuned as an accompaniment to singing	We will sing songs with an understanding of pitch shape shown on body and using tuned percussion as accompaniment.	We will sing and perform keeping a steady beat at different tempi (speeds).
COMPOSING	We will create our own rhythmic ostinati on body percussion and class percussion in groups.	We will discover ways to use our voices to describe feelings and moods. We will create sounds and notate pitch and duration.	We will create an ostinato accompaniment using movement and tuned percussion.	We will experiment with different timbres of voice and improvise rhythmic patterns.	We will explore musical ideas using tuned and untuned percussion instruments to create music depicting a pond.	We will create actions and movements to represent different beats at different speeds using body percussion. We will create a sequence (storyboard) and perform with percussion

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
APPRAISING	We will listen with concentration and internalise and recall sounds with increasing aural memory. We will discuss how to improve our playing and creations.	We listen to our songs and learn to sing them using call and response. We will understand the structure of call and response songs. We will try and improve our songs through discussion of ways for improvement.	We will listen and respond to pitch changes with movements. We will listen to the accompaniment and each other's performances and improve our work.	We will listen with concentration and internalise and recall sounds with increasing aural memory.	We will listen to our own and each other's compositions and suggest ways to improve them. What did we like or dislike and why?	We will listen to different extracts of music with different speeds and match to images. We will identify and discuss these different speeds and describe how it is depicted in the music.
Optional Resources	Singing Sherlock Book 1 – <i>Dr Knickerbocker number 9</i> - <i>Tony Chestnut</i>		Youtube – <i>I like the Flowers Song</i> Sing Up – <i>Leaves are Falling</i>	Singing Sherlock Book 1 – <i>Mountain Song</i> - <i>Stepping Out and Stepping in (circle song)</i>	Youtube – <i>Aquarium</i> by Saint-Saens Singing Sherlock Book 3 – <i>The Dolphin Song</i> Cool4school – <i>River</i>	Singing Sherlock Book 3 – <i>Pinocchio</i> - <i>Geppetto Made a Puppet</i> Cool4school – <i>Toys</i>
KEY VOCABULARY As Year 1 as well as:	<ul style="list-style-type: none">• Body percussion• Percussion• Compose• Pitch• Vocal		<ul style="list-style-type: none">• Accompany• Chord• Duration• Rap		<ul style="list-style-type: none">• Ostinato• Phrase• Chime Bar	
YEAR 3						
Unit	Rhythm and Pulse from Active Music Digital	KS2 Carol Service	In The Past	Poetry	Singing French	Environment
PERFORMING	We will sing and chant with a steady beat, using our voices, body percussion and classroom percussion. We will sing rounds and perform confidently.	We will learn songs for the Christmas carol service and prepare for our performance, focussing on posture, poise and clear diction, clearly communicating the meaning of the songs.	We will sing and perform songs, and follow ladder notation of the melody. We will learn the drone accompaniment and prepare for a performance, including dance movement.	We will use our voices and instruments to create an expressive poetic performance. We will combine two rhythmic patterns using body percussion and percussion instruments.	We will play lively singing games and perform a greeting song with actions. We will read notations and play the melody on tuned percussion.	We will sing songs confidently and expressively in two parts using environmental poems. We will combine singing and chanting into a song with a Rondo Structure.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
COMPOSING	We will create rhythmic patterns using body and classroom percussion. We will work in a group to create 4-beat rhythm sequences with words, based around a theme and add instrumental accompaniments.	N/ A	We will compose simple three-note melodies and explore the origins of notation. We will learn some basic dance steps and incorporate these into our composition.	We will create a piece of 'playground music' out of layered vocal patterns. We will explore descriptive sounds and contrast moods and effects using voices, body percussion and class percussion.	We will explore various pitch shapes in a melody and notate a new sequence of our own.	We will select descriptive sounds and explore timbre to create a soundscape which depicts our environment, including an accompaniment.
APPRAISING	We will listen to and recognise rhythm patterns. We will discuss these and suggest ways of improving.	We will listen to the Christmas songs and appraise. We will understand the structure, the meaning and story behind the words in order to perform well.	We will listen to music and identify the tambour rhythm pattern and discuss this. We will improve our work.	We will listen to each other and evaluate during the process to improve our work.	We will listen to new French vocabulary and learn to pronounce them, with awareness of mouth shape. We will listen to the songs and music and discuss the effect of the sounds.	We will listen to the music, revising melodic ostinato and learning about Ternary and Rondo form structures. We appraise our compositions as we progress to refine and improve our work.
Optional Resources	Singing Sherlock Book 2 disc 1 - <i>John Kananaka - Left, left</i> Cool4school - <i>Numbers Rhythm 1-8</i>		Youtube - early music court https://www.youtube.com/watch?v=YWP_hxc-iNk			
KEY VOCABULARY As Year 2 as well as:	<ul style="list-style-type: none"> • Accompaniment • Call and Response • Composer • Dynamics • Ostinati • Solo 		<ul style="list-style-type: none"> • Lyrics • Drone • Melody • Round • Step-wise movement 		<ul style="list-style-type: none"> • Scale • Structure • Unison • Woodblock • Xylophone • Glockenspiel 	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 4						
Unit	This Little Light of Mine – Sing Up ppt	KS2 Carol Service	Around The World	Communication	Singing Spanish	Sounds
PERFORMING	We will sing in a syncopated gospel style and play rhythmic patterns on tuned percussion, expressively and confidently.	We will learn songs for the Christmas carol service and prepare for our performance, focussing on posture, poise and clear diction, clearly communicating the meaning of the songs.	We learn songs based on a pentatonic scale, with melodic leaps, using tuned and untuned percussion, working up to a confident and expressive performance.	We will sing songs and raps on the theme of the news, leading to a confident and communicative performance. We will play tuned and untuned percussion with multi-layers of ostinati to sound like a news bulletin.	We will Spanish songs in parts, including a greeting song, a number song and singing game about chocolate. We will combine with percussion, playing rhythm patterns and perform confidently.	We will sing songs (including four spirituals) and learn to Beatbox using our voices. We will sing partner songs and perform <i>Hey Mr Miller</i> as a three-part round confidently and expressively.
COMPOSING	We will improvise vocally in a gospel style on a pentatonic scale freely and expressively, working this into our performance.	N/A	We will improvise and compose pentatonic melodies using a note trail / graphic notation, on tuned percussion.	We will compose lyrics for a rap to create our own news bulletin.	We will create descriptive music, including a spooky accompaniment, describing Dracula's wine cellar.	We will explore the voice as an instrument and create beatbox sounds and make our own beatbox pattern.
APPRAISING	We will listen to <i>This little light of mine</i> by Sister Rosetta Tharpe and identify instruments and features of the gospel style. We will compare and contrast two versions of the song.	We will listen to the Christmas songs and appraise. We will understand the structure, the meaning and story behind the words in order to perform well.	We will develop our listening skills through listening to three different pentatonic songs from different origins. We will describe them using musical and non-musical terms.	We will listen to the music and identify the type of TV programme it is for (The News). We will discuss the key features of the music in order to create our own.	We will listen to the music and discuss the language, the meaning of the words and how the music identifies the country of Spain. We will listen to the dialect with concentration in order to learn to speak and sing the Spanish words.	We will listen and classify instruments by the way sounds are produced, including aerophones. We will explore the combined expressive effects of different instrument groups.
Optional Resources	Singing Sherlock Book 2 – <i>My Dog (God) is a good dog</i> Sing up – <i>Amen!</i> Youtube – <i>Minnie The Moocher</i> from The Blues Brothers		Sing Up – <i>Mary Mack</i> – <i>A Keelie</i> Sing Sherlock Book 2 – <i>Si si si</i>	Cool4school – <i>It Matters</i>		

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY VOCABULARY As year 3 as well as:	<ul style="list-style-type: none">• Duet• Orchestra• Instruments of the Orchestra• Castanets		<ul style="list-style-type: none">• Improvise• Leaping (large interval between 2 notes)• Pulse• Recorder		<ul style="list-style-type: none">• Score• Tuned Percussion• Untuned Percussion• Pentatonic• Harmony	
YEAR 5						
Unit	Keep Healthy	KS2 Carol Service	Zimbe!		At The Movies	Ukulele (Ukulele Magic on Collins Connect)
PERFORMING	We will sing syncopated and chromatic melodies and develop rhythm skills through singing, playing and moving. We will sing in parts (harmony) and at different tempi (speeds).	We will learn songs for the Christmas carol service and prepare for our performance, focussing on posture, poise and clear diction, clearly communicating the meaning of the songs.	We will learn songs for the Zimbe concert, taking place in the Town Hall with several other Cheltenham Primary Schools and an Adult community choir, hosted by Mr Kit Perona-Wright from Cheltenham College Prep. Zimbe is a celebration of African music. We will also be singing other evocative and emotive songs, including performing with British Sign Language. The children will sing in different languages and collaborate with professional musicians, performing on the large stage.		We will perform musical sound effects to accompany a silent animation. We will sing a song at different speeds and explore the phrase structure. We will perform our own soundtrack to accompany the movie.	We will learn the Ukulele as a whole class and learn how to hold the instrument, to strumming, picking and accompanying ourselves as we sing. We will learn to play at least 2 chords (C and F).
COMPOSING	We will create an accompaniment and improvise drones to create a bass line. We will follow a score and arrange into a final performance.	N/A	N/A		We will compose our own soundtrack for the movie and create music for a storyboard cartoon sequence, using our voices and percussion instruments. We will compose musical sound effects in ‘Mickey-Mousing’ style and add vocal and body sound effects.	We will compose our own short song on one chord, writing a few lyrics in small groups.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
APPRAISING	We will listen to the music and identify the number of beats and the tempo. We will identify the structure of the music and describe it using musical vocabulary.	We will listen to the Christmas songs and appraise. We will understand the structure, the meaning and story behind the words in order to perform well.	We will listen to the various songs as we learn them. The songs are in varying styles of music and we will listen to the different instruments and explore how their individual timbres are created. We will discuss the meaning behind all of the songs be empathic, portraying the emotions in our performance.		We will explore the effect of music, as well as silence in movies. We will compare the use of music in animations from the 1920s and 1930s and look at graphic representations and listen to them being played. We will explore changing tempo to reflect the action in a movie and watch and listen out for musical clichés for different emotions.	We will look at how sounds can be put together to make a chord and how this affects the structure of a piece (melody and accompaniment).
Optional Resources	Cool4school – <i>Wah La Say May</i>				Sing Up – <i>He dropped the gun (Chicago)</i>	The ukulele school.
KEY VOCABULARY As Year 4 as well as:	<ul style="list-style-type: none">• Accent• Bass• Notation• Diction				<ul style="list-style-type: none">• Texture• Silence• ‘Mickey-Mousing’• Chromatic• Tremolo	<ul style="list-style-type: none">• Timbre• Notation• Clef• Melodic Phrase• Key
YEAR 6						
Unit	Ukulele (Ukulele Magic on Collins Connect)	KS2 Carol Service			Year 6 Leavers Production	

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
PERFORMING	We will revise how to hold the instrument, to strumming, picking and playing 2 chords (C and F). We will learn how to play Am and sing and accompany ourselves, including harmony parts. We will sing from memory as well as from chord or TAB notation.	We will learn songs for the Christmas carol service and prepare for our performance, focussing on posture, poise and clear diction, clearly communicating the meaning of the songs. As the eldest year of the school, we will take a lead in add descants to the carols and performing advanced percussion accompaniments.			We will be working towards our fabulous Leavers Production, including singing, instrumentalists and acting. All children will be encouraged to have an active role and will draw on all their performing skills and experience over the years.	
COMPOSING	We will create our own compositions, using a variety of musical devices, such as melody, rhythms and chords.	N/A			N/A	
APPRAISING	We will evaluate how the occasion, venue and purpose affects the way a piece is composed through looking at different types of music.	We will listen to the Christmas songs and appraise. We will identify the structure and portray the meaning of the songs expressively, in order to perform well. We will appraise our own performances for improvement.			We will listen to the songs for the production analytically and discuss ways for improving throughout the process.	
Optional Resources	theukuleleschool.com youtube: ukulaliens Ukulele from the Beginning – Pop songs Cool4School.org.uk					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
KEY VOCABULARY As Year 5 as well as:	<ul style="list-style-type: none"> Interval Acoustic Sounds Electronic Sounds Glissando Articulation Backing Vocal 	<ul style="list-style-type: none"> Suite Ensemble Chord Sequence Major / Minor Bridge 				

Impact on our children when leaving in Year 6:

- Our children will have a wealth of opportunities to experience and explore their musicality through performance both in school and out of it.
- Our children can recognise a range of musical instruments and identify the group they belong to.
- Our children can recognise music from a range of genre and talk about them using the correct terminology.
- Our children can improve their work through improvisation and appraisal.
- Our children can compose their own simple music using both traditional methods and IT.
- Our children are able to understand basic musical notation, graphic scores and contemporary chord sheets.
- Our children will experience collaborating with professional musicians in community-based projects.
- Our children will grow in confidence as individual musicians and will be encouraged to harbour a love of music.

