THORPE HESLEY PRIMARY SCHOOL
Progression Document for Music

Thorpe Hesley Primary School
Where Children Grow

Thorpe Hesley Primary School

Ofsted Outstanding Provider

Part of the newcollaborative Learning Trust
Opening doors to a brighter future

	0-3 Years - N1 (Jan Nursery Starters) Own Music Curriculum	3-4 Years – N1 (Jan Nursery Starters) & N2 (Sep Nursery Starters) Own Music Curriculum	Reception Own Music Curriculum supplemented with Sparkyard scheme
Disciplinary Knowledge: • Performing • Composing • Appraising	Key Vocabulary: Fast, slow, sing, song, loud. quiet	Key Vocabulary: Fast, slow, sing, song, loud. Quiet, high, low and chant	Key Vocabulary: Pulse, Dynamics, Pitch, Tempo, Timbre, Rhythm, Structure, Articulation
	Substantive Knowledge: • Enjoy singing, music and toys that make sounds. • Clap and stamp to music. • Enjoy songs and rhymes, tuning in and paying attention. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'. • Show attention to sounds and music. • Respond emotionally and physically to music when it changes. • Move and dance to music. • Anticipate phrases and actions in rhymes and songs, like 'Peepo'. • Explore their voices and enjoy making sounds. • Join in with songs and rhymes, making some sounds. • Make rhythmical and repetitive sounds. • Explore a range of sound-makers and instruments and play them in different ways. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.	Substantive Knowledge: • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm. • Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.	Autumn Term: • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore, use and refine a variety of artistic effects to express their ideas and feelings. **Spring Term:** • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Explore and engage in music making and dance, performing solo or in groups. • Create collaboratively, sharing ideas, resources and skills. ELG • Sing a range of well-known nursery rhymes and songs. **Summer Term** • Develop storylines in their pretend play. ELG • Make use of props and materials when role playing characters in narratives and stories. • Invent, adapt and recount narratives and stories with peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

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	Year 1 Sparkyard Curriculum	Year 2 Sparkyard Curriculum	Year 3 Sparkyard Curriculum
Disciplinary Knowledge: • Performing • Composing • Appraising	Key Vocabulary: Pulse, Rhythm, Tempo, Dynamics, Structure, Timbre, Pitch	Key Vocabulary: Pulse, Rhythm, Structure, Tempo, Articulation, Dynamics, Timbre, Tonality, Texture	Key Vocabulary: Pulse, Rhythm, Tempo, Pitch, Pulse, Structure, Articulation, Dynamics, Timbre, Texture
	Substantive Knowledge: Autumn Term • To respond to music in creative ways • To maintain a steady pulse • To play a steady pulse using percussion instruments • To create a musical accompaniment • To interpret a simple graphic score • To play a steady pulse using percussion instruments • To begin to recognise the difference between pulse and rhythm • To perform a steady pulse using percussion instruments • To copy simple rhythmic patterns Spring Term • To recognise how sounds can be changed • To recognise and describe musical changes • To create vocal and instrumental sound effects • To choose, order and combine sounds • To use musical vocabulary to describe sounds • To begin to control dynamics using voices and instruments • To use music to tell a story • To experiment with musical texture • To follow simple notation • To create a graphic score Summer Term • To imitate changes in pitch • To improvise a two-note melody • To create sound effects using voices and tuned percussion • To identify examples of musical storytelling • To perform songs to an audience • To imitate changes in pitch • To use informal notation • To prepare new songs for performance • To write new lyrics for well-known songs • To follow simple musical scores	Substantive Knowledge: Autumn Term • To maintain a steady pulse • To copy pulse action sequences • To compose call-and-echo movement sequences • To copy rhythm patterns • To create rhythm patterns based on spoken words • To play rhythms to a steady pulse • To recognise repeated rhythmic patters • To compose and perform a simple rhythmic ostinato • To identify beats in a bar • To compose a four-beat sound pattern • To create a simple graphic score Spring Term • To recognise how music can communicate different moods • To explore vocal timbre • To choose appropriate vocabulary to describe music (fast, slow, spiky, smooth, loud, quiet etc.) • To use symbols to represent instrumental or vocal sounds • To use musical vocabulary to describe sounds • To follow a graphic score • To select sounds to accompany a song • To create and perform a sequence of weather sounds • To improvise sounds within a structure • To begin to define and recognise a range of timbres and dynamics • To improvise sounds on a given theme • To experiment with and recognise changes in musical texture Summer Term • To identify high-, mid- and low-pitched sounds • To listen to and recall a sequence of sounds • To use a graphic notation to represent pitch • To identify changes in pitch • To play ascending and descending melodies on tuned percussion • To play and sing melodies that move up and down by step • To recognise melodies that move by step or leap • To use a graphic notation to represent a melody • To perform songs with instrumental accompaniment • To play simple rhythmic and/or melodic ostinato	Substantive Knowledge: Autumn Term • To perform body-percussion rhythms at various tempos • To identify the call-and-response structure of a song • To identify dynamics • To compose and perform call-and-response phrases • To identify the use of call and response in gospel music • To identify beats in a bar • To compose and perform a rhythmic ostinato • To listen to and compare versions of a song • To identify rhythmic patterns • To identify rests in usic • To compose rhythmic patterns • To use informal notation Spring Term • To define different dynamic levels using musical vocabulary • To improvise sound effects using body percussion, voices and instruments • To control dynamics • To identify instruments used in samba music • To select appropriate instruments according to their timbre • To perform simple samba rhythms • To explore and select suitable sounds to communicate mood and atmosphere • To vary the inter-related dimensions of music to achieve an intended effect • To identify some features of a symphonic poem • To improvise sounds within a structure • To improvise sounds from a stimulus • To vary the inter-related dimensions of music to achieve an intended effect Summer Term • To recognise and describe changes in pitch • To pitch-match with growing accuracy • To compose a two-note melody based on the rhythm of words • To begin to describe the shape of a melody • To use graphic notation to represent pitch • To gain an understanding of different forms of musical notation • To sign pentatonic songs • To improvise using the pentatonic scale • To play a simple melody using rhythmic notation • To understand the note values of crotchets, quavers and minims • To maintain a part in an ensemble

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	Year 4 Sparkyard Curriculum	Year 5 Sparkyard Curriculum	Year 6 Sparkyard Curriculum
Disciplinary Knowledge: • Performing • Composing • Appraising	**Key Vocabulary:** Pulse, Rhythm, Structure, Tempo, Articulation, Dynamics, Texture, Pitch	**Key Vocabulary:** Pulse, Rhythm, Structure, Timbre, Dynamics, Texture, Articulation, Tempo. Pitch, Tonality	**Key Vocabulary:** Pulse, Rhythm, Structure, Articulation, Dynamics, Pitch, Timbre, Tempo, Tonality, Texture
	Substantive Knowledge: **Autumn Term** • To identify the first beat of a bar in 4 4 • To copy and create simple call-and-response rhythm patterns • To create a rhythmic accompaniment to a song • To recognise the duration of different note values • To create and perform a rhythmic accompaniment • To experiment with different rhythmic structures • To maintain an independent part in an ensemble • To lead a call-and-response chant in small groups • To recognise and use different articulation, dynamics and tempos when playing instruments • To perform a rhythmic motif • To vary timbre, articulation, pitch, dynamics and tempo • To structure a composition • To perform as an ensemble **Spring Term** • To recognise and define a range of timbres • To use appropriate timbres and dynamics on instruments • To create a journey soundscape • To begin to recognise major and minor tonalities • To create musical ideas to communicate different moods • To organise sounds in a musical structure • To recognise the difference between staccato and legato articulation • To perform a dance sequence in response to staccato and legato articulation • To identify the structure of a piece of music • To recognise and recall the structure of a piece of music • To compose music following an AB structure **Summer Term** • To recognise and describe direction of pitch • To internalise pitch • To represent pitch using actions and staff notation • To recognise a pentatonic scale • To create pentatonic music • To begin to recognise features of aleatoric music • To use graphic notation to represent pitch and duration • To identify and describe changes in pitch • To identify monophonic texture in contrasting pieces of music • To begin to recognise and define how music is ordered into different sections • To prepare a song for a performance	**Substantive Knowledge:** **Autumn Term** • To perform rhythms accurately and in time as an ensemble • To perform a canon • To identify note values and follow rhythmic notation • To copy rhythms accurately • To follow rhythmic notation • To use dynamics in performance • To identify characteristics of a national anthem • To maintain an independent part in an ensemble • To perform rhythms accurately • To experiment with musical texture • To follow rhythmic patterns accurately • To follow graphic notation • To experiment with musical texture • To create a class improvisation **Spring Term** • To recognise and use Italian musical vocabulary • To vary tempo, dynamics and articulation when singing • To follow musical directions • To play call-and-response rhythms • To improvise rhythmic patterns, performing to a steady pulse • To develop ensemble skills, playing accurately and together • To recognise some stylistic features of jazz music • To find out about influential jazz musicians • To sing songs with an awareness of style • To use voices creatively, making subtle changes to vocal timbre to achieve an effect • To use the inter-related dimensions expressively when composing • To create graphic notations **Summer Term** • To identify the structure of a round • To play phrases from a round • To play a round in two parts • To hear the difference between musical intervals • To identify, play and sing musical intervals • To begin to recognise intervals that are consonant or dissonant • To use graphic notation to represent pitch and duration • To identify and describe changes in pitch • To identify monophonic texture in contrasting pieces of music • To compose a song following a melodic structure • To perform a melody and harmony part on tuned percussion	**Substantive Knowledge:** **Autumn Term** • To maintain a steady pulse in 6 8 • To copy and create 6 8 rhythms • To identify characteristics of a jig (gigue) • To experiment with using accents to create different musical effects • To prepare a poem for a performance • To follow rhythmic notation • To perform polyrhythms • To recognise some features of Latin music • To create and perform an ostinato as an accompaniment • To recognise the structure of a song written in rap style • To compose appropriate rap lyrics over an eight-bar verse **Spring Term** • To experiment with vocal sounds, varying pitch, articulation, timbre and dynamics • To follow a graphic score • To hear how different musical intervals sound • To identify, play and sing musical intervals • To recognise the difference between consonant and dissonant sounds in harmony • To sign songs with an awareness of style • To explore techniques to communicate characters effectively, considering the role of a performer and audience • To consider ways to improve a vocal performance (clear diction/facial expression etc) • To use instruments and voices creatively, making subtle changes to tempo and dynamics to achieve an effect • To use inter-related dimensions expressively when composing • To create and follow a graphic score (with timeline) **Summer Term** • To discuss how songs can be used to tell a story, express a feeling and communicate a message • To analyse a song, identifying how the musical dimensions are used to express the lyrical content • To recognise the importance of song lyrics in communicating a message • To identify melodic patterns in songs and music • To play melodies on tuned percussion from notation • To create music inspired by bell chimes • To describe the melodic structure of a song • To create musical textures using melodic ostinato

	• To follow performance directions	• To notate a melody using letter notation	• To play an instrumental ensemble accurately and in time • To follow notation • To perform a simple bassline accurately • To compose lyrics and melody • To perform together as an ensemble