

Music Progression at Wylve Valley C.E. Primary School

Key musical questions

Can you compose and perform your own music?

Do you know about different types of music?

Can you use musical terminology to explore how music is created?

At Wylve Valley, we use Charanga to support our Music teaching. Music is taught every other term by class teachers with each unit of work comprising of the different strands of musical learning from listening and appraising to improvising and composing through to performing. This allows musical concepts to be embedded and developed through each year group. Music also plays a big role in our collective worship through assemblies and church services with weekly singing as a whole school.

Year Group	Artistic content – sequence of learning	Why this?	Why now?	Vocabulary
Reception	Nativity Can I sing in time with everybody else?	Introduce choral singing and repeating refrains and actions.	First exposure to performing to the whole school and parents.	<i>Timing lyrics melody verse chorus</i>
	Harvest Festival Carol Service Anzac Service Monthly Church Service. Easter Service.	Seasonal events linked to the Church's Cycle and British Values. Sing and perform in chorus.	These performances enable the pupils to experience the cyclical and seasonal nature of events and to build their knowledge and understanding of key religious and historical events in our lives.	<i>Performance, hymns, verse, chorus, chants, ensemble, solo, choral, parts, prayer, worship, instruments.</i>
	Stories. To know the stories of some of the nursery rhymes. To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.	To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars.	Early Years Curriculum: Expressive Arts and Design, Communication and Language. Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.	<i>Pulse Rhymes Perform Instruments.</i>

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Year 1/2 A	Nativity Can I sing in time with everybody else? Do I know most of the melody and lyrics?	Use their voices expressively and creatively by singing songs.	Builds upon first exposure to performing to the whole school from Reception.	<i>Timing lyrics melody verse chorus</i>
	Harvest Festival Carol Service Anzac Service Monthly Church Service. Easter Service.	Seasonal events linked to the Church's Cycle and British Values. Sing and perform in chorus. Use instruments to provide rhythm and texture.	These performances enable the pupils to experience the cyclical and seasonal nature of events and to build their knowledge and understanding of key religious and historical events in our lives.	<i>Performance, hymns, verse, chorus, chants, ensemble, solo, choral, parts, prayer, worship, instruments.</i>
	Spring 2: Hey You Can I use my voice to chant in a rap style rhythm? What is the pulse of a song? Can I improvise my own rhythms?	Listen with concentration and understanding to a range of recorded music. Use their voices creatively in chants and rhymes.	Introduction to a different style of music (rap) from traditional hymns and songs. Builds upon work on using their voice expressively from Nativity songs by showing them a different way to perform.	<i>Rhythm rap pulse pitch melody bass guitar, drums, decks improvise compose</i>
	Spring 2: I Wanna Play in a Band! Can I select notes carefully to compose my own part to a song? Can I play rhythms to copy a part in the song?	Play tuned and untuned instruments. Experiment with create, select, and combine sounds using the interrelated dimensions of music.	Introduces a new genre of music (rock) to compare to rap covered in Y1. Builds upon using glockenspiels from Y1 to introduce the idea of playing in an ensemble. Builds upon the range of notes introduced in Y1.	<i>Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</i>

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Year 1/2 B	Nativity Can I confidently sing with my class as a performance to parents and the school? Can I change the pitch of my voice to match the song? Do I know all of the lyrics and melody?	Use their voices expressively and creatively by singing songs.	Builds upon Reception and Y1 work on performing the songs in the Nativity with greater emphasis on knowing the words from memory and singing with more accurate pitch.	<i>Timing lyrics melody pitch – high, low verse chorus</i>
	Harvest Festival Carol Service Anzac Service Monthly Church Service. Easter Service.	Seasonal events linked to the Church's Cycle and British Values. Sing and perform in chorus.	These performances enable the pupils to experience the cyclical and seasonal nature of events and to build their knowledge and understanding of key religious and historical events in our lives.	<i>Performance, hymns, verse, chorus, chants, ensemble, solo, choral, parts, prayer, worship, instruments.</i>
	Spring 1: Round and Round Can I play note(s) on a glockenspiel in time with a song? Can I compose my own part to a song using a glockenspiel?	Play tuned and untuned instruments musically. Experiment with create, select, and combine sounds using the interrelated dimensions of music.	Introduction to tuned instrument (glockenspiel) Builds upon EYFS work on singing songs and changing them.	<i>Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience</i>
	Summer 2: Zootime Can I listen to and appraise reggae music? How can I answer a part in the song with a rhythm?	Experiment with create, select, and combine sounds using the interrelated dimensions of music. Listen with concentration and understanding to a range of recorded music.	Introduces a new genre in reggae to contrast to rock and rap. Builds upon previous Y2 work on copying rhythms in a song to improvise own answers to match a part of the song.	<i>Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo ensemble question/answer</i>

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Year 3	Harvest Festival Carol Service Anzac Service Monthly Church Service. Easter Service.	Seasonal events linked to the Church's Cycle and British Values. Sing and perform in chorus. Use instruments to provide rhythm and texture.	These performances enable the pupils to experience the cyclical and seasonal nature of events and to build their knowledge and understanding of key religious and historical events in our lives.	<i>Performance, hymns, verse, chorus, chants, ensemble, solo, choral, parts, prayer, worship.</i>
	Autumn 1: Let Your Spirit Fly Can you play and copy back using 2 or more notes? Can you improvise using 2 or more notes? How can the class present their performance?	Play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy and control. Improvise and compose music using interrelated dimensions of music.	Builds upon the range of genres introduced in KS1 with RnB. Widens the range of notes introduced in KS1. Builds upon Y2 work on copying back and answering.	<i>Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody</i>
	Spring 1: Three Little Birds Can you compose a melody using 3 or more rhythms? Can I appreciate and describe the music of Bob Marley?	Improvise and compose music using interrelated dimensions of music. Appreciate and understand a wide range of recorded music drawn from different traditions and from great musicians.	Builds upon the introduction of reggae music in Y2 and contrast to previous Y3 unit on RnB.	<i>Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, reggae</i>
	Summer 1: Bringing Us Together Can I compose a melody using a pentatonic scale? Can I describe the musical elements of disco music using terms like tempo and rhythm?	Improvise and compose music using interrelated dimensions of music.	Provides another genre of music to contrast to reggae and RnB. Introduces the formal way of recording music through staff to build upon later in KS2.	<i>Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture structure, hook, riff, melody</i>

Year Group	Artistic content – sequence of learning	Why this?	Why now?	Vocabulary
Year 4	Harvest Festival Carol Service Anzac Service Monthly Church Service. Easter Service.	Seasonal events linked to the Church's Cycle and British Values. Sing and perform in chorus. Use instruments to provide rhythm and texture.	These performances enable the pupils to experience the cyclical and seasonal nature of events and to build their knowledge and understanding of key religious and historical events in our lives. Ensemble performances of peripatetic instruments (guitar)	<i>Performance, hymns, verse, chorus, chants, ensemble, solo, choral, parts, prayer, worship.</i>
	Autumn 1: Mamma Mia Can I question and answer using a range of notes on different instruments? Can I sing in unison?	Play in ensemble contexts using their voices with expression and control playing musical instruments with increasing accuracy, fluency, control and expression.	Builds upon Y3 work on pentatonic scale. Builds upon Y2 and Y3 work on copying and answering with a wider range of notes and instruments.	<i>Keyboard, electric guitar, bass, drums improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</i>
	Spring 1: Lean on Me Can I begin to play instrumental parts by ear? Can I improvise using 3 or more notes?	Appreciate and understand a wide range of recorded music drawn from different traditions and from great musicians. Listen with attention to detail and recall sounds with increasing aural memory.	Builds upon earlier Y4 unit on singing in unison. Builds upon earlier work in Y3 and KS1 in improvising but widening the range of notes. Provides another genre of music to contrast to previous years in gospel.	<i>Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, pulse, rhythm, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo</i>
	Summer 1: Rewind, Reflect and Replay Can I begin to explain how music is written down? Can I describe the different periods of music throughout music and explain my preferences?	Develop an understanding of the history of music. Use and understand staff and other musical notation.	Revisits the genres learnt in previous years but widens the range of music to include baroque and romantic periods. Introduces the theory of music to enable progression on the violin in Y5.	<i>Baroque, Romantic, 20th century, contemporary, composer, rhythm, pitch, pulse, stave, clef, staff, duration, time signatures, notation, texture, timbre, tempo, dynamics</i>

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Year 5/6 A	Harvest Festival Carol Service Anzac Service Monthly Church Service. Easter Service.	Seasonal events linked to the Church's Cycle and British Values. Sing and perform in chorus. Use instruments to provide rhythm and texture.	These performances enable the pupils to experience the cyclical and seasonal nature of events and to build their knowledge and understanding of key religious and historical events in our lives. In UKS2 pupils will start to take on solo roles in singing and using instruments. Ensemble performances of peripatetic instruments (guitar)	<i>Performance, hymns, verse, chorus, chants, ensemble, solo, choral, parts, prayer, worship, instruments.</i>
	Autumn 1: Classroom Jazz Can I play instrumental parts by ear from wide range of notes? Can I improvise in different styles?	Improvise and compose music using interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory.	Builds upon Y4 work on playing by ear with a wider range of notes. Builds upon previous work on improvisation by extending to different styles.	<i>Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo</i>
	Spring 1: Make you Feel my Love Can I describe the structure of a song? Can I sing in unison following notation?	Using their voices with increasing accuracy, expression and control. Use and understand staff and other notation.	Builds upon Y4 work in singing in unison to include following notations which was introduced in Y4. Builds upon Y3 and Y4 work on structures of songs.	<i>Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure</i>
	Summer 1: Rewind, Reflect and Replay Can I explain how the duration of notes are recorded? Can I use musical terminology to appraise music from different periods of history?	Develop an understanding of the history of music. Use and understand staff and other notations.	Builds upon Y4 unit in Summer term to embed the theory of music and develops a deeper understanding of the history of music.	<i>Baroque, Romantic, 20th century, contemporary, composer, rhythm, pitch, pulse, stave, clef, staff, duration, time signatures, notation, texture, timbre, tempo, dynamics quaver, crotchet, minim, semibreve, expression</i>

Year Group	Artistic content – sequence of learning	Why this?	Why now?	Vocabulary
Year 5/6 B	Harvest Festival Carol Service Anzac Service Monthly Church Service. Easter Service.	Seasonal events linked to the Church's Cycle and British Values. Sing and perform in chorus. Use instruments to provide rhythm and texture.	These performances enable the pupils to experience the cyclical and seasonal nature of events and to build their knowledge and understanding of key religious and historical events in our lives. In UKS2 pupils will start to take on solo roles in singing and using instruments. Ensemble performances of peripatetic instruments (guitar)	<i>Performance, hymns, verse, chorus, chants, ensemble, solo, choral, parts, prayer, worship, instruments.</i>
	Autumn 1: Living on a Prayer What style indicators did you hear and can you describe the musical dimensions? Can you compose a melody using a range of rhythms and notes?	Appreciate and understand the recorded music from great composers and musicians. Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music using interrelated dimensions of music.	Builds upon previous KS2 work on composing but developing the range of notes and rhythms. Builds upon previous KS2 work on appraising and describing music using correct terminology.	<i>Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, neo soul, producer, groove, hook, riff, solo</i>
	Spring 1: You've Got a Friend Can you describe the musical structure and dimensions of a Carole King song? Can you play musical parts by ear and notation with 4 or more notes?	Appreciate and understand the recorded music from great composers and musicians. Listen with attention to detail and recall sounds with increasing aural memory.	Builds upon Y4 and Y5 work on playing by ear and notation. Builds upon Y5 unit on Make you Feel my Love on the structure of songs. Uses terminology built up through the school to appraise different music.	<i>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony</i>
	Summer 2: Y6 Performance Can I sing in unison and show control and expression? Can I perform confidently?	Perform in ensemble contexts using their voices with increasing accuracy, control and expression.	Y6 performance to bring together their final year work on drama, art and music.	<i>Unison, solo, parts, rounds, breathing, control, harmony, lyrics, articulation, expression, dynamics</i>

