



Progression in Music

Who's who?

Subject Leader: Mrs Watts

Teaching staff: Mrs Watts, Mr Armstrong

Our Aims

At Rosley CE School we believe that all pupils should have the opportunity to explore a wide range of musical genres and instruments throughout their time at the school. Music is taught using whole class Music lessons at KS1 and through both whole class lessons and wider musical opportunities available to Key Stage 2 children. We aim to enable children to develop a love of singing and to also explore key dimensions of music including pulse, pitch, tempo, rhythm, dynamics, timbre, texture and musical structure.

All pupils develop practical music making and compositional skills and are given regular opportunities to perform for an audience. Such opportunities include singing and playing instruments in Christian services throughout the year, taking part in the whole school Christmas musical production, and, in upper KS2, performing in the end of year production. We also hold community events and bi-annual talent shows where children are encouraged to develop their whole class, solo and small ensemble performance skills, sharing musical skills developed both in school and beyond.

At Rosley School, all pupils have the opportunity to explore a range of tuned and percussion instruments within class music lessons. In lower Key Stage 2 all pupils also take part in weekly musical instrument lessons and have the opportunity to join the school choir. These are taught by a specialist peripatetic music teacher.

Year B 2022 - 2023

YEAR RECEPTION, 1 & 2		
TERM	UNIT OF STUDY	LEARNING/KEY SKILLS
Autumn	<p>Charanga: How does music help us to make friends: Exploring simple patterns (Yr 2)</p> <p>How does music tell stories about the past: Adding rhythm and pitch (Yr 1)</p>	<ul style="list-style-type: none"> • Listening to and interpreting music - focus on jazz • Classifying instruments - the parts of an orchestra & how they are used to produce musical effects • Learning & performing new songs • Copy rhythmic phrases using long and short notes • Copy melodic phrases using high and low notes • Improvising musical responses
Spring	<p>Charanga: How does music make the world a better place: Introducing Tempo & Dynamics (Yr1)</p> <p>How does music teach us about our neighbourhood: Inventing a musical story (Yr2)</p>	<ul style="list-style-type: none"> • Learning action songs and using body percussion to produce musical effects • Creating and interpreting a simple graphic score • Learning to sing & perform new songs • Copy rhythmic and melodic phrases • Playing simple compositions on musical instruments • Listening to and interpreting music - focus on gospel
Summer	<p>Charanga: How doe music make us happy: Music that makes you dance (Yr2)</p> <p>How does music teach us about looking after the planet: Exploring a sound and making a story (Yr1)</p>	<ul style="list-style-type: none"> • Listening to and interpreting music - focus on rock & calypso • Copy and create rhythmic and melodic phrases • Listening and interpreting music - how can music express emotions • Learning and performing counting songs • Improvising to accompany a learned song using body percussion, sung notes & percussion instruments

YEAR 3 & 4		
TERM	UNIT OF STUDY	LEARNING/KEY SKILLS
Autumn	Charanga: (Yr3) How does music bring us together: Developing notation skills	<ul style="list-style-type: none"> • Learning to recognise and read key features of formal musical notation • Playing melodies by reading formal musical notation • Understanding music - focus on duration, pulse, rhythm & pitch • Introducing time signatures, interpreting tempo indicators and recognising major and minor keys • Learning to sing and perform new songs • Creating graphic scores and composing music to support the focus songs
Spring	Music Express: Animal Magic	<ul style="list-style-type: none"> • Listening carefully to music and describing how the composer has used music to represent different animals (tempo, rhythm, volume) • Exploring how movement, dance and music come together to represent living beings • Improvise using tuned and untuned instruments to represent animal movements and how to musically express changes in the speed, height, length of movements • Learning and singing new songs
Summer	Charanga: (Yr4) How does music shape our lives: Connecting notes and feelings Viking songs	<ul style="list-style-type: none"> • Exploring how music elicits emotional responses and how changing key features such as tempo, pitch, volume or key can change these responses • Learning to read and play musical notes of different duration by introducing minims, crochets, quavers and semi-quavers • Listening to and singing songs from a range of musical genres including gospel and orchestral pop • Improvise using voice, body percussion or tunes instruments, progressing from simple 2 note musical patterns to 3 or 4 note patterns

YEAR 5 & 6		
TERM	UNIT OF STUDY	LEARNING/KEY SKILLS
Autumn	Charanga (Yr6) How does music bring us together: Developing melodic phrases	<ul style="list-style-type: none"> • Further develop skills for reading musical notation with introduction of 2/4 beats • Develop listening skills to identify genres, time signatures, and to describe tempo, pitch and key • Extend the number of notes children can use when playing musical phrases • Play music in a group with up to 4 different parts • Use 3-5 musical notes when improvising and when creating and performing musical compositions on a given theme • Start to develop graphic scores for their own compositions
Spring	Charanga (Yr6) How does music improve our world: gaining confidence through performance	<ul style="list-style-type: none"> • Pupils will listen and respond to a selection of musical pieces, using their deepening Musical Understanding to describe and justify their thoughts regarding key features including genre, pitch, tempo, rhythm, key and time signature • Further develop ability to learn new songs and to perform them in time with a group and at the intended pitch, tempo and volume • Use 3-5 notes when improvising, with the option to extend to a full 7 notes • Create graphic scores for compositions
Summer	Charanga (Yr5) How does music shape our way of life: Words, meaning & expression Oceans, seas & river songs	<ul style="list-style-type: none"> • Deepen musical understanding of key, pitch, tempo and time signature, including 3/4 and 6/8 time • Learn to follow a score when singing • Reading formal notation when playing instruments • Create an write down compositions that can then be played by small groups

ENRICHMENT OPPORTUNITIES

- Whole school Christmas Production - singing for an audience
- Whole school & community church services - choir, recorders & singing groups performing during church services for Harvest, Christmas,
- Year 3&4 - exploring Viking songs as part of their summer history topic
- Year 5&6 - exploring music focusing on oceans, seas & rivers as part of their summer geography topic
- Yr3&4 - small group recorder lessons in school
- Yr 5&6 - optional small group recorder lessons in school
- KS2 - option to join the choir - weekly choir practices

HOW TO SUPPORT YOUR CHILD'S LEARNING

- Listen to a wide range of music genres
- Dancing - recognising rhythm in music
- Singing together at home
- Support children to practice musical instruments (recorders in school) regularly