



Featherstone Primary School: Progression and Sequencing: Music



Intent: With over fifty languages, cultures and communities at Featherstone Primary School, we recognise how music is a universal language and can bind and bring our school community together by having a Music Curriculum that inspires our children to develop a love of, and talent for, Music. We teach singing across all Key Stages as well as teaching children how to play both tuned and untuned instruments, encouraging creativity and confidence in performing along the way.

		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Content Knowledge		Range of familiar songs, rhymes and chants	African Music Songs from History	Samba Indian Music	Jazz Pop	Music from Movies Wartime Music	Black musicians Classical Music
Skills	Singing	Use voices expressively and creatively by singing songs and speaking chants and rhymes, with a focus on: confidence, knowing when to take a breath and showing an awareness of other performers	Use voices expressively and creatively by singing songs and speaking chants and rhymes with a focus on: pitch, rhythm and dynamics	Sing with control over breathing, mouth shapes, posture and sound projection so that pitch and rhythm are very effective	Identify melodic phrases to sing in a round in at least two parts and know how it'll fit together	Sing songs in-tune with an awareness of the parts that make up the whole of the song (i.e. verse, chorus and bridge with emphasis, volume, build-up) Sing songs as a class, in groups and if appropriate, alone	Use voices with accuracy, fluency, control and expression Begin to have an awareness of voice improvisation (i.e. link to artists' covers of songs)
	Composing	Play untuned instruments musically, with a basic understanding of beat and rhythm Verbally identify when/if a beat or rhythm has gone wrong and explain how (i.e. it is too fast) Understand volume as 'loud and quiet sounds' and experiment with volume using bodies and untuned instruments Follow basic pictures to show a volume (i.e. shark for loud; fish for quiet).	Play tuned instruments musically, with a growing understanding of pitch, rhythm and texture Recap volume and understand its musical terminology of 'dynamics' Experiment with, create, select and combine sounds using the inter-related dimensions of music (dynamics, pitch, rhythm and texture) Follow basic pictures to hold a steady rhythm, (i.e. triangle = 1 beat, square = 2 beat)	Compose music for a range of purposes using the inter-related dimensions of music, embedding understanding of dynamics, pitch, rhythm and texture Know that musicians use the staff to read music Introduce Quaver – ½ Beat (coffee) Crotchet - 1 Beat (tea)	Master understanding and use of pitch, rhythm and texture Compose music for a range of purposes using the inter-related dimensions of music, with a focus on duration Understand staff and musical notations, knowing that the notes show different pitch and duration Master Quaver – ½ Beat (coffee) Crotchet - 1 Beat (tea)	Master understanding and use of duration Improvise and compose music for a range of purposes using the inter-related dimensions of music, with a focus on timbre Understand staff and musical notations, knowing that the notes show different pitch and duration (quaver ½ beat, crotchet 1 beat, minim 2 beat, semibreve 4 beat)	Master understanding and use of timbre and tempo. Improvise and compose music for a range of purposes using the inter-related dimensions of music, with a focus on tempo (how the speed builds up a mood) Use and fully understand staff and musical notations
	Appraising	Listen to a range of high-quality live and recorded music, and talk about likes, dislikes and which types of sounds they can hear (i.e. loud, soft, fast, slow)	Listen with concentration and understanding to a range of high-quality live and recorded music, and make evaluations based on their opinions and Y2 musical elements (dynamics, pitch, rhythm and texture)	Listen to music and identify, recall and discuss sounds, focusing on the pitch, rhythm and texture Appreciate a wide range of high-quality music drawn from Samba and Indian traditions, and from composers and musicians as listed in the 'Featherstone Dictionary' Develop an understanding of the history of Samba and Indian music	Listen to music and identify, recall and discuss sounds and types of instrument, focusing on the duration Appreciate a wide range of high-quality music drawn from Jazz and Pop traditions, and from composers and musicians as listed in the 'Featherstone Dictionary' Develop an understanding of the history of Jazz and Pop music	Listen to music and identify, recall and discuss sounds and types of instrument, focusing on timbre Discuss how the mood of the music is made and how it makes them feel Appreciate a wide range of high-quality music drawn from Music from the Movies and Wartime Music, and from composers and musicians as listed in the 'Featherstone Dictionary' Develop an understanding of the history of Music from Movies and Wartime Music	Listen with attention to detail and recall sounds with increasing aural memory Appreciate a wide range of high-quality music drawn from black and classical musicians as listed in the 'Featherstone Dictionary' Develop an understanding of the history of Classical Music and Black Musicians
	Performance (Singing and Using Instruments)	In music lessons, know why it is important to stand up straight and face the audience when performing in groups of 15	In music lessons, perform in front of the class in a smaller group of 6 – 8	Confidently play and perform in ensemble contexts of different sizes (i.e. whole class and small groups)	Perform as a quartet, understanding that each member has to have a specific role in order to be successful	Combine singing and musical instruments in a controlled, rehearsed performance Perform with an awareness of different parts (i.e. harmonies)	Present performances effectively with an excellent awareness of audience, venue and occasion, applying all KS2 music elements
	Evaluating	Say what they like and dislike about a performance	Evaluate classmates' performances focusing on use of pitch, rhythm and texture Basic justifications	Evaluate classmates' performances focusing on confident use of pitch, rhythm and texture Clear justifications, understanding that opinions might differ	Evaluate classmates' performances focusing on confident use of pitch, rhythm, texture and duration Clear justifications based on if the piece has met its purpose and why	Evaluate classmates' performances focusing on confident use of pitch, rhythm, texture, duration and timbre Clear justifications based on different parts of the piece (i.e. instrument, bridge, etc.) and their purpose	Evaluate classmates' performances focusing on all KS2 music elements Clear justifications based on if the piece matches the intended mood and purpose, or not, and why

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Featherstone Music Dictionary - Additional Planning and Subject Knowledge Guidance							
Element	Definition	Y1	Y2	Y3	Y4	Y5	Y6
Beat	Continuous pulse	Heartbeat <i>Compose</i> <i>Appraise</i>	Steady Beat	Steady Beat	Continuous beat	A basic unit of time marking out the speed at which the music is played.	A basic unit of time marking out the speed at which the music is played.
Rhythm	Length of notes/ Group of notes to fit over a steady beat	Fast/ Slow <i>Compose</i> <i>Appraise</i>	Fast/ Slow <i>Compose</i> <i>Appraise</i>	Sequence of a pattern of sounds <i>Compose</i> <i>Appraise</i>	Sequence of a pattern of sounds <i>Compose</i> <i>Appraise</i>	½ Beat = Quaver 1 Beat = Crotchet 2 Beat = Minim 4 Beat = Semibreve	½ Beat = Quaver 1 Beat = Crotchet 2 Beat = Minim 4 Beat = Semibreve
Dynamics	Volume	Loud/ Quiet	Loud/ Quiet – Know the volume as “Dynamics” <i>Compose</i> <i>Appraise</i>	Know the volume as “Dynamics” <i>Compose</i> <i>Appraise</i> <u>Forte</u> = Loud <u>Piano</u> = Quiet Crescendo = Getting louder Decrescendo = Getting quieter	Musical Dynamics – Recognise the musical symbol <i>Compose</i> <i>Appraise</i> <u>Forte</u> = Loud <u>Piano</u> = Quiet Crescendo = Getting louder Decrescendo = Getting quieter	Musical Dynamics – Recognise the musical symbol <i>Compose</i> <i>Appraise</i> <u>Forte</u> = Loud <u>Piano</u> = Quiet Crescendo = Getting louder Decrescendo = Getting quieter	Musical Dynamics – Know the Musical terminology and symbols very soft (pianissimo) (<i>pp</i>) soft (piano) (<i>p</i>) moderately soft (mezzo-piano) (<i>mp</i>) moderately loud (mezzo-forte) (<i>mf</i>) loud (forte) (<i>f</i>) very loud (fortissimo) (<i>ff</i>)
Pitch	How high or low the note		Identify whether a note is high or low <i>Compose</i> <i>Appraise</i>	<i>Compose</i> <i>Appraise</i> 			
Texture (Thin and thick texture)	How tempo, harmonies and melodies link together.		Introduce: ‘thin texture,’ where the listener can hear only one instrument, i.e. only a drum is being played or one person is singing alone. Introduce: ‘thick texture,’ multiple instruments, i.e. a full orchestra. <i>Compose</i> <i>Appraise</i>	In Y4, children understand that texture can change throughout one piece of music. I.E. It begins as a thin texture and builds to thick, then back down.	Children build on understanding of ‘thick texture’ as not just multiple instruments but more than one voice singing different harmonies and different instruments playing at the same time and perhaps in different dynamics.	Y6 children use their understanding of thin and thick texture to link to the purpose within a piece of music i.e. the texture is thick because it is a dramatic part of the song/piece.	
Duration	Length of note/ phrase			½ Beat = Quaver (coffee) 1 Beat = Crotchet (tea)	<i>Compose</i> <i>Appraise</i> ½ Beat = Quaver (coffee) 1 Beat = Crotchet (tea)	<i>Compose</i> <i>Appraise</i> ½ Beat = Quaver 1 Beat = Crotchet 2 Beat = Minim 4 Beat = Semibreve	<i>Compose</i> <i>Appraise</i> ½ Beat = Quaver 1 Beat = Crotchet 2 Beat = Minim 4 Beat = Semibreve
Timbre	The tone of the sound					<i>Compose</i> <i>Appraise</i>	<i>Compose</i> <i>Appraise</i>
Tempo	The speed the music is played						<i>Compose</i> <i>Appraise</i> <u>Largo</u> = Very slow/ solemn <u>Adagio</u> = Slow <u>Adante</u> = moderate walking speed <u>Moderato</u> = Moderate speed <u>Allegro</u> = Fast <u>Presto</u> = Very fast

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Musical notations	A visual representation of Music in symbols	<u>Non-Statutory</u>	<u>Non-Statutory</u>	<u>Statutory</u> Know that musicians use a staff to read music.	Understand staff and musical notations, knowing that the notes show different pitch and duration	Knowing that the notes show different pitch and duration:	Use and fully understand staff and musical notations
		 Fast	Fast Slow 		<u>Quaver ½ beat</u> COFF-EE 	<u>Quaver ½ beat</u> COFF-EE 	<u>Quaver ½ beat</u> COFF-EE 
		 Slow	High/ Low 			<u>crotchet 1 beat</u> 	<u>crotchet 1 beat</u> 
		 Loud	Quiet – Loud 	<u>crotchet 1 beat</u> TEA 	<u>crotchet 1 beat</u> TEA 	<u>minim 2 beat</u> 	<u>minim 2 beat</u> 
		 Quiet	1 beat 2 beats 3 beats 	Rest 	Rest 	<u>semibreve 4 beat</u> 	<u>semibreve 4 beat</u> 
						Rest 	Rest 
						<u>Forte = Loud</u> <u>Piano = Quiet</u> <i>fp</i>	<u>Forte = Loud</u> <u>Piano = Quiet</u> <i>fp</i>
						<u>Treble Clef</u> - placed on the stave at the start of a piece of music. It lets the performer know that the note values on the lines and in the spaces. 	<u>Treble Clef</u> - placed on the stave at the start of a piece of music. It lets the performer know that the note values on the lines and in the spaces. 

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Appreciating high-quality music Example of Song/ artist/year (Not set pieces – suggestions)	-Nursery Rhymes -Rhyming stories Link to your topics	<u>African Music</u> Focus on different types: -North African Music -Western African Music -Southern African Music -Eastern African Music	<u>Samba Music</u> - Brazil - Fanfarra (Cabua-Le-Le) (Sérgio Mendes/Carlinhos Brown) - Brazil Asa Branca	<u>Jazz Music</u> -Stan Getz & Joao Gilberto – The Girl From Ipanema -Miles Davis – So What -Frank Sinatra – Fly Me To The Moon -Duke Ellington & His Famous Orchestra – Mood Indigo -Louis Armstrong – What A Wonderful World	<u>Music from Movies</u> (Instrumental backing soundtracks/ theme tunes and songs) Link to your topics: <i>“This is who I am... So what?”</i>	<u>Classical Music</u> - 1786- 3rd movement from Horn Concerto - 1791- 2nd movement from Clarinet Concerto in A major (Mozart) 6 No. 4 (Mozart) - 1803- Overture from Zemira (José Maurício Nunes Garcia) - 1824 1st movement String Quartet No. 14 in D minor ‘Death and the Maiden’ (Schubert)	
		<u>Traditional Music</u> -London’s Burning - Frere Jaques - Kumbaya My Lord - Orange and Lemons	<u>Indian Music</u> - India - Sahela Re (Kishori Amonkar) - Ghana Senwa de Dende (various)	<u>Pop Music</u> Link to your topics: <i>“Music is the Universal language it brings people closer together... So what?”</i>	<u>Wartime Music</u> -Keep the Home Fires Burning -Pack Up Your Troubles -Le tombeau de Couperin -In Flanders -Slavic Woman’s Farewell	<u>Black Music</u> Black History Month List of songs: https://www.toledolibrary.org/blog/10-influential-songs-to-celebrate-black-history-month	