



# Progression through Music

## Intent: Inspiring, Innovative and Creative

## The Arts Curriculum Vision

### Knowledge and attitudes:

Children will develop their understanding and appreciation for The Arts through a broad and diverse curriculum, in which they are challenged to explore the work of significant artists, musicians and performance pieces linked to their curriculum learning, considering audience, purpose and mood.

### Plan, do, review:

Through engaging and inspiring teaching, children will develop the knowledge and skills to design, create and evaluate as individuals and as part of larger group productions, using key vocabulary as they become proficient in a range of artistic skills and applications.

### Trips and experiences:

Regular trips, collaborative art projects and outreach experiences will support our schools core values whilst promoting high levels of enthusiasm and engagement for The Arts.

### Personal, social and emotional development:

Children will be encouraged to discuss the ways in which artists express feelings and viewpoints whilst sharing their own responses. Teachers will support children's personal, social and emotional development by making links with PSHCE and Thrive learning throughout the plan, do, review stages.

The Arts Curriculum Map provides coverage across the school. This is used by each year group in long term and medium term planning. Skills in music are covered in discrete music lessons each week delivered by a expert music teachers. Coverage and progression of music skills is planned by Junior Jam and other experts, planning for this can be accessed via the Junior Jam login page.

## Overview of music teaching

### Early Years

Half term	Unit focus and overview	Learning outcomes	Vocabulary
Autumn 1	<p>Singing Unit Length: 5 – 7 hours <b>Course Overview:</b> During Level 1 reception will learn the importance of warming up their voices, how to stand, projecting their voices instead of shouting and how much breath they need to sing. Pupils will also learn what call and response is and create their own call and response to be sung over an instrumental.</p>	<p><b>Learning Outcomes:</b> By the end of the course pupils will understand the importance of warming up and cooling down. They may be able to lead a warmup and cool down in later lessons throughout the course. Pupils will know the difference between singing loudly and shouting, and most within the class can perform. Pupils understand call and response and can perform a piece of music that uses this technique.</p>	<p><b>Keywords:</b> Singing, Breath, Breathe, Standing, Call and Response, Voice, Song, Posture, Echo, Repeat, Lyrics, Words.</p>
Autumn 2	<p>African Drumming Unit Length: 5 – 7 hours <b>Course Overview:</b> In African Drumming, pupils will be introduced to the djembe drum. Lessons will focus on timing, providing pupils the opportunity to play the djembe drum solo and as part of a larger ensemble. Tempo and pulse will be explored, and pupils will gain valuable teamwork skills in the process.</p>	<p><b>Learning Outcome:</b> Pupils are taught how to play the djembe drum musically. Pupils will focus on playing the drums as a group whilst keeping a steady pulse and not speeding up or slowing down.</p>	<p><b>Keywords:</b> Tempo, Speed, Djembe, Beat, Pulse, Teamwork.</p>
Spring 1	<p>Percussion Instruments Unit Length: 5 – 7 hours <b>Course Overview:</b> During this course the pupils will explore different types of percussion. They will learn basic rhythms starting with hands and body percussion and use these techniques to create a soundscape. Using various pieces of percussion pupils will then learn how to play together and follow a conductor. They will</p>	<p><b>Learning Outcomes:</b> To have gained a greater understanding of percussion instruments and how to play and compose using them. To understand the terms rhythm and tempo and be able to follow instructions from a conductor.</p>	<p><b>Keywords:</b> Percussion, rhythm, dynamics, tempo, loud, quiet, fast, slow, soundscape</p>

	<p>use these instruments to play along to several different pieces of music and perform them, focusing on dynamics and tempo. Pupils will then have to create and perform a soundscape to a story line, using their percussion instruments to symbolise different moods, feelings and events. By the end of the course pupils will have a comfortable understanding of rhythm and percussion and be able to play and respond to each other within a musical ensemble.</p>		
Spring 2	Singing LR2		
Summer 1	<p>Glockenspiel Unit Length: 5 – 7 hours <b>Course Overview:</b> In EYFS Glockenspiel pupils will be introduced to the glockenspiel. Lessons will focus on notes and rhythm, providing pupils the opportunity to play the glockenspiel solo and as part of a larger ensemble. Melody and tempo will be explored, and pupils will gain valuable teamwork skills in the process.</p>	<p><b>Learning Outcome:</b> Pupils are taught how to play the glockenspiel musically using the correct striking technique. Pupils will focus on playing the glockenspiel as a group whilst playing the correct notes and staying in time. They will also learn about different notation on a glockenspiel and be able to play a song using these notes. Pupils will develop their listening skills by listening to a variety of rhythms throughout the course. They will learn how to respond to these in call and response style. The course is designed to enable pupils to gain performance confidence whilst performing both in group and solo performances.</p>	<p><b>Keywords:</b> Glockenspiel, Notes, Scale, Rhythm, Melody, Pulse, Teamwork, Performance, Confidence.</p>
Summer 2	<p>Singing LR3 Unit Length: 5 – 7 hours <b>Course Overview:</b> In becoming a performer, pupils will learn about performing a song. They will investigate what could happen with energy levels throughout a performance and how to treat others when</p>	<p><b>Learning Outcomes:</b> Pupils will know the different variations of group performance size, e.g., Solo, Duet and Group. Pupils will know how to perform on a stage and stage etiquette. Pupils will know the importance of keeping focus throughout a performance and being in sync with everyone else.</p>	<p><b>Keywords:</b> Song, Performing, Solo, Duet, Singing, Voice, Audience, Stage, Introduction, Verse, Unison.</p>

	performing. Pupils will learn what solos and duets are and build up to being confident enough to perform both.		
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### Key Stage 1

Half term	Unit focus and overview	Learning outcomes	Vocabulary
Autumn 1	<p>Ukulele</p> <p>Unit Length: 5 – 7 hours</p> <p><b>Course overview:</b> This course will introduce the pupils to the ukulele. They will learn the different parts of the string instrument, where it comes from and be able to play one themselves. Pupils will be taught how to hold the instrument, the correct technique when plucking the strings, and how to hold down the strings correctly on the neck to produce a different pitch. They will then be shown how to play some simple rhythms and songs together as a class and individually.</p>	<p><b>Learning Outcomes</b> for the course: By the end of the course pupils will be able to confidently play different rhythms and pitches on the ukulele, with some moving onto more complex techniques. Pupils will then be to perform a selection of nursery rhymes and popular songs as an ensemble or as soloists.</p>	<p><b>Keywords:</b> Ukulele, Hawaii, Strings, Fretboard, Pitch, Rhythm, Strumming, Ensemble, Soloist</p>
Autumn 2	<p>African Drumming</p> <p>Unit Length: 5 – 7 hours</p> <p><b>Course Overview:</b> Our African drumming courses are designed to introduce young people to the music of a different culture. The sessions teach participants a little bit of history of the djembe and how the drums are made, information about the countries themselves and how to play the basic hits and rhythms. The courses are hands-on with all participants having the opportunity to play the drums, both as part of the group and in a solo capacity.</p>	<p><b>Learning Outcome</b> for the Course: Pupils are taught the basic individual strokes used when playing the djembe and they are encouraged to put these together to play rhythms of varying complexity. This is achieved by playing ‘Call and Response’ rhythms with the workshop leader increasing the drum patterns’ difficulty. Individual pupils will be encouraged to assume the role of drum leader and invent their own rhythms that the class will then imitate.</p>	<p><b>Keywords:</b> Tempo, Dynamic, Djembe, Goblet Drum, Bass, Tone, Slap, Rhythm, Pulse, Beat, Improvise, Solo.</p>

<p>Spring 1</p>	<p>Percussion Instruments Unit Length: 5 – 7 hours <b>Course Overview:</b> Our percussion course introduces pupils to a variety of percussion instruments. Pupils will be given several different tasks and activities that introduce and develop a range of musical terminology and skills from tempo to dynamics. This course is aimed at improving pupils' confidence and rhythmic ability.</p>	<p><b>Learning Outcomes:</b> To have gained a greater understanding of percussion instruments and how to play and compose using them. To understand the terms rhythm and tempo and be able to follow instructions from a conductor. To learn how to count rhythms in time and independently, including rhythms containing crotchet, quavers and minims.</p>	<p><b>Keywords:</b> Percussion, Rhythm, Dynamics, Tempo, Loud, Quiet, Fast, Slow, Soundscape, Crotchet, Quaver, Minim, Rest.</p>
<p>Spring 2</p>	<p>YEAR 1 Music theory LEVEL LITE 1 Unit Length: 5 – 7 hours <b>Course overview:</b> Music Theory Lite Level 1 serves as a basic introduction to Music Theory for KS1 pupils. Throughout these lessons the pupils will be introduced to basic musical symbols as well as learning what importance they have within music. Pupils will learn features of musical notation to prepare pupils for reading and performing music. Pupils will become familiar with pitch and tuned instrumentation through the use of keyboard through the course. Pupils will be encouraged to develop the musical ear through practicing aural skills and thinking critically about the music they hear.</p> <p>YEAR 2 Music Theory LITE LEVEL 2 Unit Length: 5 – 7 hours <b>Course overview:</b> This is a continuation of Music Theory Lite Level 1. This course focuses on three main areas of music and</p>	<p><b>Learning Outcomes</b> for the course: Pupils will be able to recognise a crotchet, minim and semibreve and give the notational value of each note. Pupils will be able to perform rhythmic patterns on the keyboards and by clapping. Pupils will become familiar with the instruments of an orchestra and a Jazz big band.</p> <p><b>Learning Outcomes</b> for the course: Pupils will expand their understanding of instrumentation within specific genres. The pupils will also develop their keyboard skills and creativity through keyboard improvisation and rhythm tasks. They will</p>	<p><b>Keywords:</b> Instrument, Pitch, Timbre, Orchestra, Big Band, Melody, Rhythm, Beat, Composer, Call and Response, Musical Ear, Crotchet, Minim, Quaver</p> <p><b>Keywords:</b> Funk, Rock, Hip-Hop, Dance and Electronic, Jazz, Genre, Composition, Improvisation, Rhythm, Soundtrack</p>

	theory; Film Composition, Genre, and Improvisation and Creativity. Each week pupils will be tasked with analysing and responding to a film score taken from Disney's Fantasia. Pupils will then analyse a specific genre of music relating to an alternative score to Fantasia, learning about instrumentation, the working parts of popular instruments as well as being given the chance to improvise using a keyboard in a specific style.	also create and write lyrics focusing on rhymes.	
Summer 1	<p>Song Writing with Glockenspiels Unit Length: 5 – 7 hours</p> <p><b>Course overview:</b> Pupils in year 1 will focus on how they can create sound with their bodies, their voice, and with instruments using ostinati. They will learn the difference between lyrics and instrumentals and investigate the sounds of different instruments before creating soundscapes. Pupils will learn about body percussion and begin composing using these sounds. The class will learn about graphic scores and explore the different ways of interpreting them, as everyone is unique in their way of thinking. Pupils will improvise question and answer phrases and link this with their compositional skills.</p>	<b>Learning Outcomes</b> for the course: Pupils will focus the fundamentals of songwriting. They will know what a target market is and why selecting a theme that suits the target market is important. Pupils will know what plagiarism is, and that writing a song to a melody they already know can make the process easier.	<b>Keywords:</b> Soundscape, Melody, Word board, Rhyme, Structure, Repetition, Percussion, Instrumental, Lyrics, Theme, Glockenspiel, Rewriting.
Summer 2	<p>Singing Unit Length: 5 – 7 hours</p> <p><b>Course overview:</b> Pupils will learn the importance of warming-up and cooling down before and after singing. They will learn how to breath within a song without 'snatching' breath and how posture can help</p>	<b>Learning Outcomes</b> for the course: By the end of the course, pupils will know about the importance, and how to, warm-up and cool down. Pupils will know the fundamentals of singing such as posture, breathing properly and diction. Pupils will also know some vocal	<b>Keywords:</b> Breathing, Diaphragm, Posture, Diction, Call and Response, Scales, Movement, Pitch

	with our breath. Pupils will also learn the keyword diction and see how useful it is, they will also investigate when it's used and when it's dropped and the reasons behind this.	techniques such as singing scales and using call and response.	
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## Key Stage 2

Half term	Unit focus and overview	Learning outcomes	Vocabulary
Autumn 1	<p>Ukulele</p> <p>Unit Length: 5 – 7 hours</p> <p><b>Course overview:</b> This course introduces the pupils to the Ukulele, where pupils will learn the unique features of this string instrument and be taught how to play one. Different playing techniques such as plucking and strumming will be covered, and pupils will be able to hold down the strings to create multiple different pitches. They will also learn how to read tablature music and using that play some popular pieces of music and songs.</p>	<p><b>Learning Outcomes</b> for the course: By the end of the course pupils will be able to confidently play songs on the Ukulele using a mixture of single string melodies and strumming. Pupils will know how to construct a chord and will be able to incorporate at least one into their playing, as well as read and play the tablature of famous pieces of music.</p>	<p><b>Keywords:</b> Ukulele, Strings, Vibration, Frequency, Stave Notation, Strumming, Tablature, Major, Minor, Chord Chart, Rhythm, Lead.</p>
Autumn 2	<p>African Drumming</p> <p>Unit Length: 5 – 7 hours</p> <p><b>Course Overview:</b> In African Drumming, pupils will be introduced to the djembe drum. Lessons will focus on timing, providing pupils the opportunity to play the djembe drum solo and as part of a larger ensemble. Tempo and pulse will be explored, and pupils will gain valuable teamwork skills in the process.</p>	<p><b>Learning Outcome</b> for the course: Pupils are taught how to play the djembe drum musically. Pupils will focus on playing the drums as a group whilst keeping a steady pulse and not speeding up or slowing down.</p>	<p><b>Keywords:</b> Tempo, Speed, Djembe, Beat, Pulse, Teamwork.</p>
Spring 1	<p>Samba Drumming</p> <p>Unit Length: 5 – 7 hours</p>	<p><b>Learning Outcomes:</b> Students are taught the basic individual strokes used when playing</p>	<p><b>Keywords:</b> Bateria, Rhythm, Samba, Brazil, Portuguese, Olá, Começar, Pare,</p>

	<p><b>Course Overview:</b> Our Samba course introduces young people to the music of an exciting and different culture. The sessions teach participants about the history of Brazilian culture, Samba music and the instruments involved in Samba music. Students are given the opportunity to play and develop skills in playing the Samba instruments on their own and as part of a group. Students will focus on keeping in time whilst playing as part of a group as well as the role each instrument plays within the Samba ensemble.</p>	<p>the various Samba drums and percussion and are encouraged to put these together to play rhythms of varying complexity. Groups will focus on time keeping and counting beats to play in time as a large ensemble.</p>	<p>Surdo, Agogo, Repinique, Tambourim, Beater, Break, Groove, Conductor.</p>
Spring 2	<p>Music Theory Unit Length: 5 – 7 hours <b>Course overview:</b> This course provides an introduction into the understanding of music theory using keyboards. Pupils will explore key foundational skills such as composition and improvisation. Pupils will begin to learn to read and play music using western standard notation. They will use electronic keyboards to explore scales, rhythm, stepwise motion, expression and melodic structure. The pupils will explore notation and the history of music further by performing a variety of different songs across the course.</p>	<p><b>Learning Outcomes</b> for the course: Pupils will understand how scales are constructed and will have begun to learn how to read stave notation, by visually identifying the notes C, D and E on the treble clef stave. Pupils will gain confidence in performing their own rhythmic and melodic ideas. Pupils will begin to understand expression within music and how indicative musical features can reflect emotion.</p>	<p><b>Keywords:</b> Chords, Scale, Root note, Octave, Dexterity, Notation, Hook, Melody, Major, Minor, Treble Clef, Tones, Semitones, Unison, Crotchet, Quaver, Minim, BPM, Metronome, Stepwise motion Stave Notation: C, D, E</p>
Summer 1	<p>Song Writing with Glockenspiels Unit Length: 5 – 7 hours <b>Course overview:</b> Over this course Year 3 classes will learn lots of different techniques to make writing a song a simple process. They will choose their own theme and target market and will compose a song to a brief of</p>	<p><b>Learning Outcomes</b> for the course: Over this course pupils will learn the fundamentals of songwriting. They will learn different ways to score their music, as well as different vocal techniques to make their song interesting for the listener. Pupils will learn about creating their song for a specific target market and to</p>	<p><b>Keywords:</b> Soundscape, Melody, Word board, Structure, Repetition, Percussion, Instrumental, Lyrics, Theme, Unison, Harmony, Call and Response, Question and Answer, Chorus, Verse.</p>



	<p>their own creation. Alongside this the class will look at building their musical lexicon with a musical dictionary that they will add to every week. Pupils will learn different methods to create interest within their songs, such as call and response and echo phrasing. They will also analyse and rewrite songs and be encouraged to draw upon their English reading and writing skills throughout the process.</p>	<p>a theme, and how lyrics need to fit the choices they have made.</p>	
<p>Summer 2</p>	<p>Singing  Unit Length: 5 – 7 hours  <b>Course overview:</b> During this course, pupils will learn the tools they need to develop their musical voices. Pupils will learn how their posture and breathing affects the tone and quality of their voice. Pupils will explore pitch, dynamics, characterisation and diction and how these elements of music can be combined to create an exciting performance. Pupils will also start looking at techniques which are commonly used in vocal music, such as call and response and structure.</p>	<p><b>Learning Outcomes</b> for the course: Over this course, pupils will understand how to develop their singing voice, and sing in a healthy way which protects their voices. They will understand how to perform expressively and create a meaningful performance.</p>	<p><b>Keywords:</b> Warm-up, Vocal cords, Cool down, Pitch, Pitch match, Dynamics, Phrasing, Diction, Characterisation.</p>