



King's Meadow Academy

KMA PROGRESSION IN MUSIC



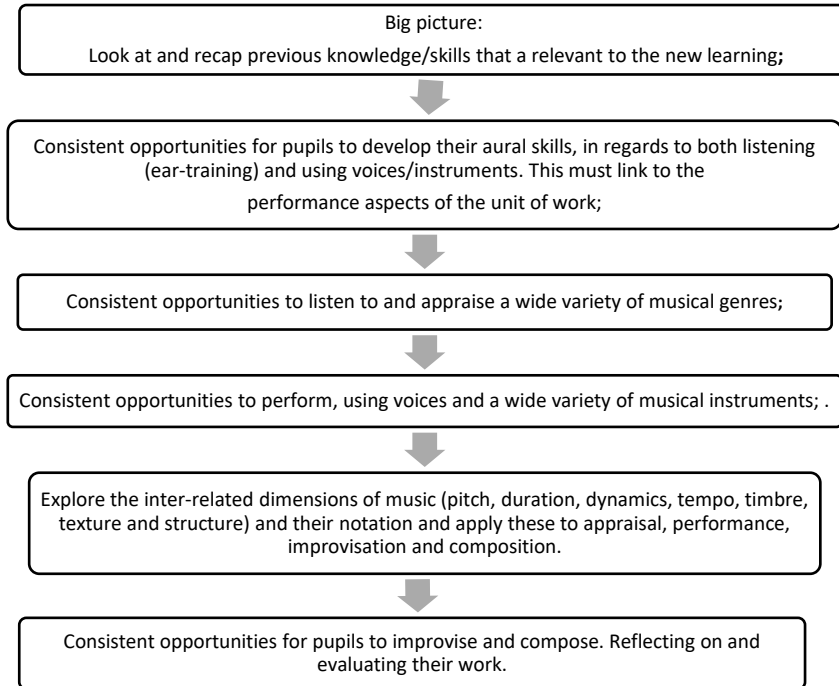
King's Meadow Academy

Date
September 2020

Review Date
July 2021

Subject Leader

TEACHING SEQUENCE IN MUSIC.



Meta-cognition in Music

Activating prior knowledge	The teacher discusses with children the learnt strategies and content in previous reading lessons
Explicit strategy instruction	The teacher explicitly explains how to organise their ideas, with the emphasis on the cognitive strategy 'cause and effect' model' to help them organise and plan
Modelling of learned strategy	Use initial notes to model one part of the strategy
Memorisation of strategy	The teacher tests if pupils have memorised the key aspects of the strategy through questions and discussions
Guided practice	The teacher models one further example with the whole group, with pupils verbally contributing ideas
Independence practice	Pupils complete their own task
Structured reflection	The teacher encourages pupils to reflect on how appropriate the model was, how successfully they applied it, and how they might use it in the future.

CHARANGA The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school
 Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:
<https://www.wakefieldmusicservicesonline.co.uk/site/musical-school/>

- Warm-up Games
- Optional Flexible Games Listening and Appraising
- Musical Activities
- Singing
- Playing instruments
- Improvisation
- Composition
- Performing

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COVERAGE OF GENRES OF MUSIC (CHARANGA)

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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	Old school hip hop Reggae, Blues, Baroque, Latin, Bhangra, Folk, Funk, Bossa Nova, Pop, Classical	Afropop, South African, A song with rapping and improvising for Christmas/Rock, Reggae, Pop Classical	RnB, Reggae, A Pop song that tells a story, Disco, Classical	Pop Mixed, styles, Grime, Gospel, The Beatles/Pop Classical	Rock Bossa/ Nova and Swing/ Pop /Ballads/ Old- School Hip-Hop/ Motown /Classical/History of music	Pop/Neo Soul/ Bacharach and Blues/Classical or Urban/Gospel/70s/Ballad/Pop /History of music
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GREAT MUSICIANS COVERED

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			VIVALDI JOHN WILLIAMS	W.A.MOZART IGOR STRAVINSKY	CLAUDE DEBUSSY AARON COPLAN	BUDDY HOLLY THE BEATLES

HISTORY OF MUSIC

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			Know that there are different periods of Musical History	Explore music by Classical composers when studying simple structures and compare with neo- classical works of the 20 th Century.	Explore descriptive music by 19 th Century composers and study dramatic excerpts from 20 th century opera and stage music.	Explore the growth of popular styles in the twentieth century; focus on Swing, Rock and Roll, Pop.
			Recognise the difference in sound of a Baroque orchestra and a modern Symphony orchestra	Be aware of the introduction of clarinet and trombone into the orchestra and the rise of the piano in this period.		Explore the impact of technology on how music is made and experienced
			Identify music by Vivaldi and John Williams	Identify music by W. A. Mozart and Igor Stravinsky.	Identify music by Claude Debussy and Aaron Coplan	Identify music by composers /arrangers / Performers such as Duke Ellington, Benny Goodman, Ella Fitzgerald, Glenn Miller,

SINGING SONGS WITH CONTROL AND USING THE VOICE EXPRESSIVELY

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

LEARNING SONGS	Know 5 songs of by heart Know what the songs are about	Know 5 songs by heart Know what the songs are about	Confidently know and play 5 songs from memory Know that unison is everyone singing at the same time	Know five songs from memory and who sang them or wrote them. Know the style of the five songs. Know what the song is about	Know five songs from memory and who sang them or wrote them. Know the style of the five songs. Some of the style indicators of that song (musical characteristics that give the song its style).	Think about the message of songs Compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences	Experience rapping and solo singing
SINGING VOICES	Join in when singing a song as a group.	To find their singing voice and use their voices confidently.	Know why we need to warm our voices up Find their singing voice and use their voices confidently. Understand how mouth shapes can affect voice sounds.	Sing in a group called a choir Sing with confidence using a wider vocal range. Understand how mouth shapes can affect voice sounds	Sing with confidence using a wider vocal range.	Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.	Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice.
PITCH	Sing a melody at their own pitch.	Sing a melody accurately at their own pitch.	Sing a melody accurately at their own pitch.	Sing in tune.	Sing in tune, beginning to show awareness of other parts.	Sing songs in tune and with an awareness of other parts.	Sing songs in tune and with an awareness of other parts.
PULSE AND CONTROL	Sing a song as a group, broadly singing in time.	Sing with a sense of awareness of pulse and control of rhythm	Sing with a sense of awareness of pulse and control of rhythm	Sing with awareness of pulse and control of rhythm.	Sing with awareness of pulse and control of rhythm.	Sing with increasing pulse and control of rhythm. Sing songs with increasing control of breathing, posture and sound projection.	Sing confidently with pulse and control of rhythm. Sing songs with increasing control of breathing, posture and sound projection
PHRASES	Sing with an awareness of other performers.	Sing with an awareness of other performers.	Recognise phrase lengths and know when to breathe.	Recognise simple structures. (Phrases). Identify the main sections of the song (introduction, verse, chorus etc.)	Recognise simple structures. (Phrases). Identify the main sections of the song (introduction, verse,chorus etc).	Identify phrases through breathing in appropriate places.	Identify phrases through breathing in appropriate places.
EXPRESSION			Sing songs expressively.	Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.	Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics.	Sing with expression and rehearse with others.	Sing with expression and rehearse with others.

ROUNDS				Internalise sounds by singing parts of a song 'in their heads.'	Internalise sounds by singing parts of a song 'in their heads.'	Sing a round in two parts and identify the melodic phrases and how they fit together.	Sing a round in two parts and identify the melodic phrases and how they fit together.
PITCH			Begin to sing with control of pitch (e.g. following the shape of the melody). Follow pitch movements with their hands and use high, low and middle voices.	Sing songs and create different vocal effects.	Sing songs and create different vocal effects.		.

LISTENING, MEMORY AND MOVEMENT

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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MUSICAL FEATURES	Recall and remember short songs with prompting from an adult.	Begin to identify musical features	Identify well defined musical features.	Identify melodic phrases and play them by ear.	Identify melodic phrases and play them by ear. Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).	Identify different moods and textures	Listen to longer pieces of music and identify features.
INSTRUMENTS	Identify known instrument timbres by ear	Identify known instrument timbres by ear	Explore families of instruments such as recorders, viols.	Name some of the instruments they heard in the song Explore the concept of orchestral families and identify basic orchestral instruments (eg. violin, cello, flute, clarinet, trumpet, tuba, timpani, glockenspiel)	Explore additional orchestral instruments eg. viola, double bass, oboe, bassoon, French horn and trombone) Name some of the instruments they heard in the song.	Recognise and identify a wide range of instruments and synthesised sounds.	Recognise and identify a wide range of instruments and synthesised sounds.
MOVEMENT	Explore moving to music	Respond physically when performing, composing and appraising music.	Explore and choose different movements to describe animals.	Create sequences of movements in response to sounds.	Demonstrate the ability to recognise the use of structure and expressive elements through dance.	Create dances that reflect musical features.	Create dances that reflect musical features.
PULSE		Know that music has a steady pulse, like a heartbeat Identify the pulse in different pieces of music	Identify the pulse and join in getting faster and slower	Identify long and short sounds in music	Identify long and short sounds in music	Identify different speeds of pulse (tempo) by clapping and moving.	Identify different speeds of pulse (tempo) by clapping and moving.
RHYTHM	Remember and repeat rhythmic patterns Understand the pattern of syllables	Know that we can create rhythms from words, our names, favourite food, colours and animals. Begin to internalise and create rhythmic patterns	Begin to internalise and create rhythmic patterns	Recognise rhythmic patterns.	Identify and recall rhythmic and melodic patterns.	Improvise rhythm patterns	Identify the metre of different songs through recognising the pattern of strong and weak beats.
REPEATED PATTERNS AND PULSE	Clap to the repeated pulse in a song/piece of music	Recall and remember short songs and sequences and patterns of sounds.	Recall and remember short songs and sequences and patterns of sounds.	Identify repeated patterns used in a variety of music. (Ostinato).	Identify repeated patterns used in a variety of music. (Ostinato).	Identify the metre of different songs through recognising the pattern of strong and weak beats.	Subdivide the pulse while keeping to a steady beat.

PERFORM		Accompany a chant or song by clapping or playing the pulse or rhythm	Accompany a chant or song by clapping or playing the pulse or rhythm	Perform a repeated pattern to a steady pulse.	Perform a repeated pattern to a steady pulse.	Perform an independent part keeping to a steady beat and moving.	Perform an independent part keeping to a steady beat and moving
		Perform a rhythm to a given pulse.	Perform a rhythm to a given pulse together.				Internalise short melodies and play these on pitched percussion (play by ear).

EXPLORING SOUNDS, MELODY AND ACCOMPANIMENT

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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EXPLORING SOUNDS	To find sources of sound in the classroom.	Identify and name classroom instruments.	Identify and name classroom instruments. Change sounds to reflect different stimuli.	Identify ways sounds are used to accompany a song.	Analyse and comment on how sounds are used to create different moods.		
MELODY	Make different sounds by experimenting with ways of changing them.	Make sounds and recognise how they can give a message.	Create and choose sounds in response to a given stimulus.	Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds	Explore and select different melodic patterns. Recognise and explore different combinations of pitch sounds		
ACCOMPANIMENT		To explore different sound sources.	Identify how sounds can be changed.	Explore and perform different types of accompaniment	Explore and perform different types of accompaniment		

CONTROL OF INSTRUMENTS

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
PLAY INSTRUMENTS	Play instruments to make a sound.	Play instruments in different ways and create sound effects.	Play instruments in different ways and create sound effects.	Choose instruments on the basis of internalised sounds	Choose instruments on the basis of internalised sounds.	Identify and control different ways percussion instruments make sounds.	Identify and control different ways percussion instruments make sounds.
CONTROL OF INSTRUMENTS	Handle and play instruments with control.	Handle and play instruments with control.	Handle and play instruments with control.	Handle and play instruments with control.	Handle and play instruments with control.	Play accompaniments with control and accuracy.	Play accompaniments with control and accuracy.
EFFECTS	Identify different groups of instruments	Identify different groups of instruments.	Identify different groups of instruments	Identify different groups of instruments	Identify different groups of instruments	Create different effects using combinations of pitched sounds.	Create different effects using combinations of pitched sounds.
MEDIA				Select instruments to describe visual images.	Select instruments to describe visual images.	Use ICT to change and manipulate sounds.	Use ICT to change and manipulate sounds.

COMPOSITION

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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COMPOSING MUSIC	Make music and dance using different tools, materials and techniques.	Contribute to the creation of a class composition.	Contribute to the creation of a class composition.	Compose music in pairs and make improvements to their own work. Compose a short piece in binary or ternary form (AB or ABA)	Compose music in pairs and make improvements to their own work.	Compose a short song to own lyrics based on everyday phrases	Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition
EXPLORING SOUNDS		Understand that composing is writing a story with music Everyone can compose	Learn the names of the notes in their instrumental part from memory or when written down	Create textures by combining sounds in different ways. Creative descriptive music in pairs or in groups	Create music that describes contrasting moods/emotions. Improvise simple tunes based on the pentatonic scale.	Explore, select combine and exploit a range of different sounds to compose a soundscape.	Explore, select combine and exploit a range of different sounds to compose a soundscape.
COMPOSING SONGS			Extend a song by substituting own lyrics to match an existing form.	Create an accompaniment to a known song.	Create an accompaniment to a known song.	Write lyrics to a known song. Choose primary chords to accompany a simple known song.	Write lyrics to a known song.
SEQUENCING MUSIC	Choose sounds and sequence them to illustrate a Nursery Rhyme, poem and picture	Choose sounds and sequence them to illustrate a Nursery Rhyme, poem and picture	Order sounds to create a beginning, middle and an end.	Order sounds to create a beginning, middle and an end.	Contribute to a group composition, playing own part in a performance of the piece which has a definite start, middle and end	Identify different starting points or composing music.	Identify different starting points of composing music.

READING AND WRITING NOTATION

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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READING NOTATIONS	Use a picture symbol to represent a sound e.g. tadpole and frog	Perform long, short, high, low, loud and soft notes in response to symbols Compose and perform in response to dot and notation Match a memorised rhythm to the correct standard notation	Perform long, short, high, low, loud and soft notes in response to symbols Compose and perform in response to dot and notation Notate an original rhythm in 2 time	Crotchets and rests (in four beat rhythms) Quaver pairs or minims and minim rests (in four beat rhythms) Begin to read staff notation – in conjunction with learning the recorder/guitar Use crotchet, crotchet rest, minim and quaver-pair signs to notate the rhythm of a known song	Crotchets and rests (in four beat rhythms) Quaver pairs or minims and minim rests (in four beat rhythms) Explore the notes of the treble clef stave and use staff notation with letter names when performing simple accompaniments on the glockenspiel or chime bars.	4/4, bars and bar lines (strong and weak beats) Crochets, quaver pairs, minims, semibreves and rests Read and decode ukulele tablature and chord boxes. Perform using staff notation.	4/4, bars and bar lines (strong and weak beats) Crochets, quaver pairs, minims, semibreves and rests Perform using staff notation. Confidently use a range of notations to perform and compose music
WRITING NOTATION		Make scores using their own symbols	Make scores using their own symbols	Begin to perform using note names and dot notation to represent rhythms	Begin to compose using a wider variety of note names, dot notation and words / symbols to represent dynamics	Use graphic notation to perform a whole class piece and thereby explore and understand the concept of a musical score	Understand notation for a wider range of dynamics and individual note articulations.

PERFORMING

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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COMPOSING	Start and stop playing and singing at the appropriate time	Start and stop playing and singing at the appropriate time	Direct others through gesture	Direct others through gesture as a conductor.	Understand and respond to gestures and visual cues for starting, stopping, changing dynamics and tempo and holding long notes.	Understand and respond to gestures and visual cues to produce a more expressive performance. Direct others through gesture when performing.	
NOTATION	Explore making different sounds with voice and with instruments	Explore making different sounds with voice and with instruments	Perform simple rhythmic and melodic patterns and accompaniments, keeping a steady pulse	Produce clear notes on instruments. Understand and demonstrate the difference between pulse and rhythm	Perform from staff notation (without letters where possible) Learn to play the recorder.	Learn to play chords and melodic lines on the ukulele.	Perform parts from memory and learn new music from staff notation.
SINGING		Sing a 2 or 3 note melody in tune with timbral, tempo and dynamic variation.	Sing a 5-note melody in tune. Sing or clap increasing and decreasing tempo or dynamics appropriately.	Sing in tune with a range of up to a sixth with a combination of steps and small leaps (up to a fourth) in the melodic line	Demonstrate contrasting articulation of legato and staccato notes, where possible, and use of clear enunciation when singing.	Use clear enunciation when singing. ng and play instruments confidently with good posture.	Sing in harmony confidently and accurately.
INSTRUMENTS		Use instruments to keep the beat and perform simple accompaniments to songs	Play simple rhythmic and melodic patterns on an instrument.	Maintain a second part in a song or instrumental piece. Learn to play the recorder.	Sing and play instruments confidently with good posture in unison and two-part performances.	Maintain a third part in a vocal or instrumental piece.	Maintain a third part in a vocal or instrumental performance
PERFORMANCE		Know that a performance is sharing music with other people, called an audience	A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.	A performance doesn't have to be a drama! It can be to one person or to each other You need to know and have planned everything that will be performed It involves communicating feelings, thoughts and ideas about the song/music Performances include changes of dynamic	Perform with an awareness of how the inter-related dimensions of music have an impact on the performance and the audience. Talk about the best place to be when performing and how to stand or sit.	Perform from tablature notation and using chord charts. Perform with an awareness of how the inter-related dimensions of music have an impact on the performance and the audience Record the performance and compare it to a previous performance.	Take the lead in a performance and direct others through expressive gesture. Perform with confidence showing how the inter-related dimensions of music have an impact on the performance and the audience. Record the performance and compare it to a previous performance

				and tempo as appropriate.			
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EVALUATING

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
GENRES	Express a feeling, with a reason, in response to a piece of music.	Express a feeling, with a reason, in response to a piece of music.	Understand that there are different genres of music	Describe previously unheard music with reference to the inter-related dimensions of music basic vocabulary.	Draw connections between music listened to and music used in performance and composition tasks.	Identify the style of a piece of music from a list of options. Describe how a piece of music reflects its purpose place and time.	Identify the style of a piece of music from a list of options. Describe how a piece of music reflects its purpose place and time.
PERSONAL VIEW OF MUSIC	Express an opinion about music they have listened to	Express an opinion about music they have listened to	Talk about own and peers' work and make suggestions for improvement.	Express a like or dislike for a piece of music supported by a statement	Explain why silence is often needed in music and explain what effect it has.	Describe, compare and evaluate music using musical vocabulary, including a personal view	Compare and discuss differences in separate performances of the same piece of music. Consistently use a musical vocabulary when making evaluations of pieces of music.
STRUCTURES			Begin to recognise how other composers use change in tempo dynamics and pitch for effect.		Recognise simple structures in music (AB, ABA, intro, verse and chorus)	Recognise structure in more complex song structures to include intro, outro, verse, bridge and chorus.	Recognise the structure of music being listened to. (e.g. Binary, ternary, 12 bar blues, song form

VOCABULARY

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Instrument Sound Pulse, Song	As taught in previous years plus: Audience Rhythm Notation High Low Loud Soft Fast Slow Long Short Compose	As taught in previous years plus: Timbre Pitch Dynamics Melody Breathing Unison	As taught in previous years plus: Tempo Forte Piano Allegro Adagio Crotchet Minim Phrase Recorder Percussion Choir Leader Conductor Glockenspiel	As taught in previous years plus: Staccato Legato Ostinato, Accompaniment,	As taught in previous years plus: Crescendo, Diminuendo, Quaver Mood Texture Structure	As taught in previous years plus: Fortissimo Mezzo forte Mezzo piano, Pianissimo, Allegretto, Andante Largo
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MUSICAL LANGUAGE GLOSSARY

A Capella	Without accompaniment from musical instruments, ie voices only.	harmony	Different notes sung or played at the same time, to produce chords.
Appraising	Listening carefully	hook	A term used in pop music to describe a short catchy phrase or riff that we can't stop singing; the bit that 'hooks' us in; the main musical idea from a song that we remember.
arrangement	How voices and instruments are used in a song; where they occur within the song.	improvise	To make up a tune and play it on the spot; there is an assumption that it can never be recreated.
back beat	Beats 2 and 4 in a drum-line or if we are clapping along with the music.	interlude	A passage of music played between the main themes
Backing	The accompaniment to a song	introduction	Music heard at the beginning of a song or piece of music bridge; a section of music that can take us from a verse to a chorus, just as a bridge over a river takes us from one place to another.
balance	The level of volume at which players sing or play; if the balance is good then everyone can be heard.	lyrics	The words of a song.
ballad	A gentle love song.	melody	Another name for a tune.
band	Playing/singing/performing together	melodic	Melody or tune.
bridge/middle 8	Contrasting section which leads back to main material	notation	Ways to visually represent music
chord	More than one note played at the same time.	offbeat	If a piece of music has 4 beats in a bar ie 1 2 3 4, to clap on the offbeat you would clap on beats 2 and 4 not 1 and 3.
chorus	A repeated section in a song which gives the main message.	original	The first ever version of a song.
coda	Short section which brings the song or piece to an end.	ostinato	A short-repeated pattern.
cover	A version of a song performed by someone other than the original artist that might sound a bit – or very – different.	outro	Short section which brings the song or piece to an end. pentatonic scale
composing	Creating and developing musical ideas and 'fixing' these	performing	Singing and playing instruments.
crossover	Can be a mixture of different styles which introduces new music to different audiences.	Pentatonic scale	A fixed five-note pattern eg the five black keys on a piano.
decks	Equipment used by DJs, MCs and Rappers to mix sounds from different records and to make effects like scratching. First used in the late 1970s.	phrase	A musical sentence.
drum loops	A loop is a sequence of sounds/music that is recorded, maybe sampled, and reproduced digitally or electronically.	pitch	The range of high and low sounds.
dynamics	How loud or quiet the music is. ending Short section which brings the song or piece to an end.	pre-chorus	A short section in a song, before the chorus.
ensemble	A French word used to describe playing/singing/performing together.	pulse/beat	The heartbeat or steady beat of a song/piece of music.

groove	The rhythmic part of the music that makes you want to move and dance	recurring theme	A tune that repeats again and again in a piece of music.
rhythm	The combination of long and short sounds to make patterns.	Riff	A short-repeated phrase, often played on a lead instrument such as guitar, piano or saxophone.
roots	Reggae music that deals with social and racial issues and brings in elements of Rastafari.	sampling	Record a sample of music, a small section, and re use it in another piece of music or song. Used frequently in hip hop and other pop music.
secular	Non-religious	solo	An Italian word used to describe playing/singing/performing on our own.
structure/ form/shape	How the sections (verses and choruses etc) of a song are ordered to make the whole piece.	style	The type of music eg blues or rock.
style indicators	Identifiers that show us the genre of the music.	syncopation	Music with lots of rhythmic variety, often quite difficult. The strong beats occur in unexpected places.
tag	(Usually) a short ending, tagged on to the main part of the song.	tempo	An Italian word used to describe how fast/slow the music goes.
texture	Layers of sound in music.	timbre	The quality and character of the sound.
urban contemporary	Modern music that uses elements of soul, hip hop, funk, jazz, r&b that appeals to young people	verse	A section in a song which has the same tune but different words.