Music Progression Map & Intent, Implementation and Impact

We believe that the development of musical skills is important to the wellbeing of our children and the creation of balanced young people. We encourage enjoyment and understanding of music through listening, composing and performing. Children are taught a wide range of songs and introduced to a variety of instruments.

We work closely with Bedfordshire's Inspiring Music service, who provide services, support and CPD and we use the Get Set 4 Music Education scheme of work to support high quality music teaching and to ensure progression of skills throughout the school. We selected this scheme to as particularly suitable for facilitating high quality learning delivered by non-specialist teachers.

Highlights:

- ✓ We sing daily during our acts of collective worship.
- ✓ We produce church services for the festivals of Harvest, Christmas, Candlemas, Easter, Pentecost as well as a service to celebrate the end of each school year.
- ✓ We perform at 'Proms Praise 4 Schools' at the Royal Albert Hall; each occasion since 2017.
- ✓ We produce a Musical Production each year. Recent examples have been Cinderella Rockafella and Joseph.
- ✓ We have a range of peripatetic staff who we are able to signpost for a range of musical instruments.
- ✓ We hold an annual, pupil led, Pulford's Got Talent event at school.
- ✓ We have an annual Music Concert Extravaganza for current and previous pupils at All Saints Church.
- ✓ We lead an annual Christmas Concert to which all the Y4 Lower School children are invited, along with Cedars Upper School Orchestra. This is held in All Saints church (approximately 425 pupils).
- ✓ Classes visit local residential homes to sing at Christmas.
- ✓ Workshops/visits by musical groups from local senior schools (Vandyke)

Intent: What we want to achieve

To develop the wellbeing of our pupils, which is important for the creation of balanced young people.

To encourage enjoyment and understanding of music through listening, composing and performing.

To expose the children to a wide range of songs and a variety of instruments.

Implementation: How we will achieve this

We will use a progressive scheme of work (Get Set 4 Music) which is rooted in the National Curriculum, the model music curriculum and Early Years Foundation Stage curriculum and which is regularly reviewed and developed to ensure it motivates children and builds on previous experience.

The children will be able to listen to a wide range of music across the wider curriculum including that from other times and cultures. This will be built on further by carefully chosen music used during Collective Worship.

The children will be taught a range of musical vocabulary and will use these when talking about music they hear and the music they create themselves.

They will use their voices in expressive and interesting ways and use body percussion to respond to what they hear.

They will use a wide range of tuned and un-tuned percussion instruments

We will run extra-curricular clubs including a choir.

The school will support events including performances in school, instrument demonstrations and singing in the church.

We will produce a Harvest, Christmas, Candlemas, Easter and Pentecost service each year.

Wherever possible, we will invite musicians into school to work with the children.

Pupils will be taught to evaluate their own work and that of others in a positive, values led approach.

They will be taught to use instruments safely and respectfully to produce the best sound they can.

We will track and assess to move the children's' learning forward

We offer (at an additional cost) specialist music tuition.

Impact: The intended outcomes of the music curriculum

Pupils will develop a love of learning and enjoy listening and talking about music from a range of cultures and times.

Pupils will enjoy working together to create interesting and imaginative sounds including using their voices, body percussion and tuned/ un-tuned percussion instruments. They may also make their own instruments in linked lessons such as Forest School.

Pupils will leave our school with a very positive attitude of music and any will go on to learn instrument in middle and upper school and as adults. Pupils will work hard, strive to meet challenges and will become resilient learning, using a growth mind-set approach

Pupils will learn to work independently and will also be able to contribute effectively to a partner, group work or whole class creations.

Pupil will develop as considerate, tolerant and empathetic citizens, particularly when learning about work from other times and cultures.

Composing Progression Ladder

Skills		Knowledge
• **Improvisation:** improvise and refine rhythms and melodic ideas over a drone or chord sequence demonstrating a sense of musical phrase. Improvise melodies using the notes of the chord and passing notes. • **Notation:** combine rhythmic and pitch notation selecting the most appropriate notation to record musical ideas. • **Creative process**: identify the strengths and areas for development in a piece and use this to refine work. Use more complex rhythmic notation and pitches over an octave to create melodies, chord sequences and bass lines. Create and structure music with multiple parts including chordal accompaniment, rhythmic accompaniment, melody and drone using key features of different genres.	**Year 6**	• **Improvisation:** know that repeating patterns and adding phrasing to improvisations creates a satisfying melodic shape. Know to use the notes of the chord when improvising a bassline. • **Notation:** know that using rhythmic variety and changes in pitch will help to make my piece sound interesting. • **Creative process:** understand that certain notes when performed together create different effects such as consonant and dissonant sounds. Know that intentionally combining the inter-related dimensions of music will create effect. Know that when writing melodies using repeating elements, equal length lines and using a shift in pitch will help to create memorable music.
• **Improvisation:** improvise 8 beat rhythmic patterns and melodic patterns over an octave. Improvise over a drone with a sense of shape and steady pulse. • **Notation:** demonstrate increased confidence and accuracy using various forms of notation to record musical ideas. • **Creative process:** explore and combine sounds with growing confidence, taking simple ideas to develop further in composition with satisfying structure. Develop rhythmic and melodic ideas of greater length and musical shape with consideration of the inter related dimensions. Compose music with several parts with consideration of harmony to evoke mood.	**Year 5**	• **Improvisation:** know that improvising ideas first will allow me to create melodies I like. Know that improvisation is a big part of many genres of music, showing off the capabilities of the instrument. Know that improvisation can be used to communicate emotion. • **Notation:** know that when recording western notation, the time signature will tell me how many beats to place in each bar. • **Creative process:** know that using contrast will help to structure a piece. Know that repeating a musical idea helps to develop the sound of the overall piece. Know that when creating polyrhythms, each rhythm needs to be different.
• **Improvisation**: improvise body percussion, words, rhythmic and melodic patterns within an ensemble and as a conversation. • **Notation:** demonstrate increasing confidence in recording ideas using sign and symbols including graphic score and pitch and rhythm notation. • **Creative process:** contribute appropriate ideas expressing musical opinions for creating and improving work. Create melodies using the pentatonic scale in relation to a stimulus. Write lyrics and compose melodies for those lyrics using the pentatonic scale.	**Year 4**	• **Improvisation**: know that finishing a melodic improvisation on the root note will help it to sound finished. Know that using the rhythm of words will help to improvise rhythms. • **Notation:** know that a pentatonic scale uses five pitches. • **Creative process:** know that mixing up the duration of notes will help to make melodies sound interesting. Know that applying the inter-related dimensions of music can create effects in response to a stimulus.
• **Improvisation**: improvise in response to a stimulus. Improvise singing and playing with given notes to create simple rhythmic patterns and melodic ideas. • **Notation:** record ideas using sign and symbols including graphic score, pitch and rhythm notation creating three note melodies. • **Creative process:** contribute ideas with consideration of the structure (beginning, middle and end) and theme of the music. Demonstrate application of tempo, dynamics, texture. Combine rhythm and pitch to create three pitch melodies.	**Year 3**	• **Improvisation**: know to perform improvisations as 4 beat or 8 beat response to make responses sound complete. • **Notation:** understand that combining rhythm and pitch can create rising and falling melodies. • **Creative process:** know that using the inter-related dimensions can help to tell the message of the piece. Know that combining rhythm and pitch notation gives us a melody.

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Composing Progression Ladder

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	Skills	Knowledge
Year 2	• **Improvisation**: improvise Q and A phrases with words, rhythm and pitch. • **Notation:** use images and symbols to structure pieces using graphic score. Select stick notation for rhythm and dot notation for pitch. • **Creative process**: explore and use changes in pitch dynamics, duration and tempo. Select sounds and instruments to demonstrate mood or message. Compose lyrics, three note melodies and rhythms using known notation.	• **Improvisation**: know to structure improvisations into responses over 4 or 8 beats. • **Notation:** know that changing the size of an image or how often it appears can show changes in dynamics and tempo. Know that where a dot or note is placed in relation to one another indicates the pitch. • **Creative process:** know that different sounds and how they are played can be used to represent different characters, emotions and moods. Know that the syllables of words can be used to make lyrics fit with the melody.
Year 1	• **Improvisation**: improvise simple vocal chants and pitch and rhythm patterns. • **Notation:** begin to explore how images can be used to create graphic scores. Explore symbols for rhythm and pitch. • **Creative process:** select and describe sounds to create music in response to a stimulus. Compose simple four beat rhythms using crotchets and paired quavers. Compose simple melodies using G and E. Explore dynamics and tempo in relation to mood or message.	• **Improvisation**: know that using dynamics, tempo and pitch can provide context when improvising. • **Notation:** know that using bigger/smaller images or symbols represents dynamics. Know to use images and symbols to create a score for rhythm or pitch. • **Creative process:** know to explore different ideas before deciding what to do. Know that playing an instrument with less force or effort will make it sound quieter.
EYFS	• **Improvisation**: explore and create sounds using voice, body percussion, instruments and found sounds. Explore how sounds can be changed from loud to quiet, fast to slow and high to low. • **Notation:** introduced to symbols and images to order and convey sound. • **Creative process:** create new verses, words and actions to a song and create sequences of sounds in response to a given stimulus.	• **Improvisation**: know that different instruments make different sounds which can show different characters or situations. • **Notation:** know that I can order images to create sounds. • **Creative process:** understanding the words of a song will help me to decide on actions or sounds.



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Performing Progression Ladder

Skills		Knowledge
• **Technical control:** demonstrate musicality in the control and production of sound using expression. Sing confidently with control and accurately match pitch across a range of notes; leaps, lengths and rhythmic complexity in unison, in parts and as a soloist. Confidently demonstrate a secure sense of pulse when singing and playing a variety of instruments fluidly in unison and within an ensemble in parts and different time signatures. • **Notation:** select and perform with greater accuracy from graphic and western notation scores within an octave range. • **Ensemble awareness:** physically and aurally lead others in performance controlling the tempo, dynamics and pulse within an ensemble. Play as an ensemble in multiple parts. • **Communication & audience:** confidently perform considering style or message of the music.	**Year 6**	• **Technical control:** know that how you use the inter-related dimensions when playing and singing helps to tell the message of the piece. • **Notation:** know and understand the differences between semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests. • **Ensemble awareness:** know how to self correct when a performance goes wrong. • **Communication & audience:** understand that the way the performance is represented to the audience influences the quality of the performance and the messages the music is trying to convey.
• **Technical control:** sing and play to convey mood and emotion to enhance the intended effect. Confidently match pitches across a wider range of notes, leaps, lengths and rhythmic complexity. Confidently demonstrate a secure sense of pulse when playing and singing in parts. • **Notation:** recognise and perform from an increasing range of western notation. • **Ensemble awareness:** lead others into a performance controlling the tempo of the pulse. • **Communication & audience:** demonstrate increased confidence when performing, showing an awareness that a performance is an occasion.	**Year 5**	• **Technical control:** know that the strong beat 1 of each bar will help me to play and sing in time. • **Notation:** understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. Understand the differences between 2/4, 3/4 and 4/4 time signatures. Understand how triads are formed. • **Ensemble awareness:** know that eye contact during a performance will help us to stay in time and bring the piece together as a performance. • **Communication & audience:** know that a performance starts before we play/sing and finishes after so consideration of how we enter and exit affects the performance.
• **Technical control:** sing with greater control of breath and awareness of dynamics. Pitch with increasing accuracy over a larger range including leaps and harmony. Play melodies and accompaniments across a small range of pitches. Accurately maintain an individual rhythm within a rhythmic performance. • **Notation:** confidently recognise and perform from simple western notation across a pentatonic scale. Follow rhythm grids accurately. • **Ensemble awareness:** maintain own part within an ensemble. Perform in two or more parts. • **Communication & audience:** show increased confidence and commitment when performing to an audience.	**Year 4**	• **Technical control:** know when to breathe, developing an awareness of phrase. • **Notation:** understand that a neutral clef is used for untuned instruments. Know that rhythm grids can be performed in different ways to change the sound. • **Ensemble awareness:** understand the importance of knowing how to start and finish a piece. • **Communication & audience:** know that different styles of music should be performed in different ways.
• **Technical control:** sing with projection and clear diction over a greater range of pitches, leaping and stepping and accurately match the starting pitch. Perform with consideration to simple dynamic instructions. Play a simple rhythmic accompaniment or drone maintaining a steady pulse. Copy and perform melodies over three pitches. • **Notation**: begin to recognise and perform from simple western notation symbols. Use the syllables of words to create rhythms. • **Ensemble awareness:** begin to perform independently and in small groups. • **Communication & audience**: develop confidence to perform as an individual and within a group.	**Year 3**	• **Technical control:** know that a drone is usually played on beat 1 and rings out for the other beats. • **Notation:** know the values of a crotchet, paired quavers and minims and understand that where they are placed on the stave shows the pitch. • **Ensemble awareness:** demonstrate an understanding of my own role within the ensemble. Know that playing to a steady pulse will help us to start, stop and stay together. • **Communication & audience:** know to watch others so that I know when to play.

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Performing Progression Ladder

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	Skills	Knowledge
Year 2	• **Technical control:** sing with developing control of pitch. Follow directions for dynamics and tempo when singing and playing. Find and perform the pulse with increasing success. Identify and mark beat groupings. Accompany singing with actions and body sounds in time with a steady pulse. • **Notation**: begin to relate simple graphic images to changes in sound. Recognise dot notation across three pitches. Perform rhythm patterns following stick notation. • **Ensemble awareness**: demonstrate increased confidence when following musical directions given both aurally and through physical inflection. • **Communication & audience:** begin to control sounds with intention.	• **Technical control:** know that listening to the starting pitch will help me to start and stay in tune. Know the meaning of dynamics and tempo. Know that the speed of the beat can change. • **Notation:** know that if a symbol sits higher in space it represents a higher pitch. • **Ensemble awareness:** know when and how to play by following signals. • **Communication & audience:** be aware of the expectations when listening to others perform and when performing to an audience.
Year 1	• **Technical control:** sing simple songs with an awareness of pitch and following visual direction (start, stop, loud, quiet). Play to a steady pulse. Play repeated rhythms and word pattern chants. • **Notation**: begin to relate images to sounds. Follow pictures and symbols to guide singing and playing. • **Ensemble awareness:** follow simple performance indications for start, stop, gradually change dynamics. • **Communication & audience:** begin to control sounds demonstrating subtle changes, gradually louder, quieter, faster, slower.	• **Technical control:** know that the pulse is the steady beat of the music. Know that standing up tall with my shoulders back will help improve my singing. • **Notation:** know that images and symbols on a score show me when to play and when to stop. • **Ensemble awareness:** know that different hand signals tell me when and how to play or sing. • **Communication & audience:** know to make eye contact with my group and the audience when performing.
EYFS	• **Technical control:** distinguish between singing and speaking. Copy simple rhythm patterns using instruments, body sounds and the voice with an introduction to a steady pulse and pitch. • **Notation:** begin to follow symbols and images. • **Ensemble awareness:** begin to start and stop together with others. • **Communication & audience:** explore sounds using instruments and voice, showing an awareness of tempo and dynamics.	• **Technical control:** know that when singing I move my voice higher and lower. • **Notation**: know that 'ta' is one sound and 'titi' is two sounds. • **Ensemble awareness:** know to watch and listen to others to start and stop together. • **Communication & audience:** know how to play different instruments e.g. shake, scrape, hit, blow.



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Listening Progression Ladder

Skills		Knowledge
• **Identify musical conventions and inter-related dimensions:** place music within both time and place. • **Recognise sound & instruments**: confidently recognise different orchestral instruments and instruments specific to a genre or era.	Year 6	• **Identify musical conventions and inter-related dimensions:** understand that using my knowledge of musical conventions, instrumental knowledge and the inter-related dimensions will help me to confidently justify opinions of a variety of music. • **Recognise sound & instruments:** understand why composers use certain instruments or sounds at different times to create effect.
• **Identify musical conventions and inter-related dimensions:** develop an understanding of music across time and place. Use an increasing musical vocabulary to respond to music. • **Recognise sound & instruments:** begin to recognise a broader range of ensembles and instruments relating to different styles of music.	Year 5	• **Identify musical conventions and inter-related dimensions:** know the features of different styles of music to justify placement. • **Recognise sound & instruments:** know that instruments from different genres or eras have similarities in how they are played.
• **Identify musical conventions and inter-related dimensions:** begin to place music with guidance into historical context, eg. Baroque, Classical, Romantic, 20th century or genre e.g. minimalist, samba. Identify specific inter-related dimensions of music in a variety of styles. • **Recognise sound & instruments:** aurally and by sight identify a variety of instruments.	Year 4	• **Identify musical conventions and inter-related dimensions:** know that different eras and genres have key features that help to define them. • **Recognise sound & instruments:** know the role of different instruments within a genre e.g. the apito whistle is the role of the leader.
• **Identify musical conventions and inter-related dimensions:** begin to identify musical conventions being employed in a variety of pieces. Begin to identify how the inter-related dimensions of music are used to effect the mood and message of the piece. • **Recognise sound & instruments**: begin to recognise the sound of different sections of the orchestra and a variety of instruments within each section.	Year 3	• **Identify musical conventions and inter-related dimensions:** know that composers use the inter-related dimension to help to portray the message of the piece. • **Recognise sound & instruments:** know that the orchestra is made up of different sections and families of instruments.

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Listening Progression Ladder

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Skills		Knowledge
• **Identify musical conventions and inter-related dimensions:** begin to recognise how composers use music to tell the story or message of their piece. Recognise changes in tempo, dynamics and pitch. • **Recognise sound & instruments:** begin to recognise instruments aurally.	**Year 2**	• **Identify musical conventions and inter-related dimensions:** know the meaning of tempo, dynamics and pitch. • **Recognise sound & instruments:** know that instruments are made of different materials and this creates different sounds (timbres).
• **Identify musical conventions and inter-related dimensions:** begin to identify the sound with the intended message. Recognise changes in the music e.g. slower/faster, quieter/louder. • **Recognise sound & instruments**: begin to recognise some instrumental sounds and name classroom instruments.	**Year 1**	• **Identify musical conventions and inter-related dimensions:** justify preference when listening to various styles of music and understand that other people may have different opinions. Begin to use music terminology to describe the changes e.g. the tempo got faster. • **Recognise sound & instruments:** know that instruments are played differently e.g. hit, shaken and this produces different sounds.
• **Identify musical conventions and inter-related dimensions:** describe sound e.g. whistling, twinkly. Begin to react to changes in the music such as tempo or dynamics by explaining or moving. • **Recognise sound & instruments:** begin to recognise classroom instruments. Listen to sound effects.	**EYFS**	• **Identify musical conventions and inter-related dimensions:** know that instruments can be played in different ways and this makes different sounds. Know that when the music changes speed (tempo) so does my movement. Know that music can be loud or quiet and fast or slow and this makes me feel differently. • **Recognise sound & instruments:** know that sound effects can be used to show what a piece of music is about.



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