

## Progression in Music

### Intent

We aim for children to have acquired the essential characteristics of musicians:

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance - the historical, social and cultural origins of music - contributes to the diversity of musical styles.
- The ability to give precise written and verbal explanations, using musical terminology effectively, accurately and appropriately.
- A passion for and commitment to a diverse range of musical activities.

### Implementation:

- 1 Curriculum drivers (the Arts and Possibilities ) shape our curriculum breadth in music. They are derived from an exploration of the backgrounds of our students, our beliefs about high quality education and our values. They are used to ensure we give our students appropriate and ambitious curriculum opportunities.
- 2 Cultural capital gives our students the vital background knowledge required to be informed and thoughtful members of our community who understand and believe in British values.
- 3 Curriculum breadth is shaped by our curriculum drivers, cultural capital, subject topics and our ambition for students to study the best of what has been thought and said by many generations of academics and scholars.
- 4 Our curriculum distinguishes between subject topics and 'threshold concepts'. Subject topics are the specific aspects of subjects that are studied.
- 5 **Threshold concepts** tie together the subject topics into meaningful schema. The same concepts are explored in a wide breadth of topics. Through this 're-visiting' of the curriculum, students return to the same concepts over and over and gradually build understanding of them. In Music, these threshold concepts are; **Perform, Compose, Transcribe and Describe Music.**
- 6 **Knowledge categories:** These categories help students to relate each topic to previously studied topics and to form strong, meaningful schema. In Music these knowledge categories include: **Singing, Playing Instruments, Improvising and Exploring, Composing, Listening and Appraising.**
- 7 Cognitive science tell us that working memory is limited and that cognitive load is too high if students are rushed through content. This limits the acquisition of long-term memory. Cognitive science also tells us that in order for students to become creative thinkers, or have a greater depth of understanding they must first master the basics, which taken time.

- 8 **Milestones:** For each of the threshold concepts three Milestones, each of which includes the procedural and Knowledge categories in each subject give students a way of expressing their understanding of the threshold concepts. Milestone 1 is taught across Years 1 and 2, milestone 2 is taught across Year 3 and 4 and milestone 3 is taught across Year 5 and Year 6
- 9 **Cognitive Domains:** Within each Milestone, students gradually progress in their procedural fluency and semantic strength through three cognitive domains: basic, advancing and deep. The goal for students is to display sustained mastery at the 'advancing' stage of understanding by the end of each milestone and for the most able to have a greater depth of understanding at the 'deep' stage.

Progression through the Cognitive Domains		
Basic	Advancing	Deep
Acquiring knowledge.	Applying knowledge.	Reasoning with knowledge.
Knowledge is explicit and unconnected.	Knowledge is explicit and connected.	Knowledge is connected and tacit.
Relying on working memory.	Drawing on long-term memory, freeing working memory to consider application.	Relies on long-term memory, freeing working memory to be inventive.
Procedures processed one at a time with conscious effort.	Procedures being automatic.	Automatic recall of procedures.
Understands only in the context in which the materials are presented.	Sees underlying concepts between familiar contexts.	Uses conceptual understanding in unfamiliar situations.
New information does not readily stick. Schemes are limited.	New information is linked to prior knowledge. Schemas are strong.	Readily assimilates new information into rapidly expanding schemas.
Struggles to search for problem solutions. Relies on means-end analysis.	Combines searching for problem solutions with means-end analysis.	Draws on a vast store of problem solutions.
Requires explicit instructions and models.	Uses models effectively.	Prefers discovery approaches to learning.

- 10 **Key vocabulary** - move the learning from basic to deep and show progression through the milestones.
- 11 **Pedagogical Content Knowledge and Strategies:** As part of our progression model we use a different pedagogical style in each of the cognitive domains of basic, advancing and deep. This is based on the research of Sweller, Kirschner and Rosenshine who argue to direct instruction in the early stages of learning and discovery based approaches later. We use direct instruction in the basic domain and problem based discovery in the deep domain. This is called the reversal effect.
- 12 Also as part of our progression model we use POP tasks (Proof of Progress) which shows our curriculum expectations in each cognitive domain.
- 13 Our curriculum design is based on evidence from cognitive science; three main principles underpin it:
- Learning is most effective with spaced repetition.
  - Interleaving helps pupils to discriminate between topics and aids long-term retention.
  - Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.
- 14 In addition to the three principles we also understand that learning is invisible in the short-term and that sustained mastery takes time.
- 15 Our content is subject specific. We make intra-curricular links to strengthen schema.
- 16 Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum and, in other cases, provides retrieval practice for previously learned content.

<b>Milestone 1</b> <b>Key Stage 1</b>	<b>Milestone 2</b> <b>Lower Key Stage 2</b>	<b>Milestone 3</b> <b>Upper Key Stage 2</b>
<b>PERFORM - SINGING</b>		
<ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing.</li> <li>• Make and control long and short sounds, using voice.</li> <li>• Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Perform with control and awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Sing from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing.</li> </ul>
<b>PERFORM – PLAYING INSTRUMENTS</b>		
<ul style="list-style-type: none"> <li>• Follow instructions on how and when to play an instrument.</li> <li>• Make and control long and short sounds using instruments.</li> <li>• Imitate changes in pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Maintain a simple part within a group.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Play expressively and in tune.</li> <li>• Perform with controlled and skillful playing (instrument).</li> </ul>
<b>COMPOSE- IMPROVISING &amp; EXPLORING</b>		
<p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p>	<p>Use sound to create abstract effects.</p> <ul style="list-style-type: none"> <li>• Create accompaniments for tunes.</li> </ul>	<p>Create rhythmic patterns with an awareness of timbre and duration.</p> <ul style="list-style-type: none"> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> </ul>

<ul style="list-style-type: none"> <li>• Choose sounds to create an effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose, order, combine and control sounds to create an effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> </ul>
<b>COMPOSE- COMPOSING</b>		
<ul style="list-style-type: none"> <li>• Create a sequence of long and short sounds.</li> <li>• Clap rhythms.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Use drones as accompaniments.</li> <li>• Use digital technologies to compose pieces of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>• Convey the relationship between the lyrics and the melody.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>
<b>TRANSCRIBE</b>		
<ul style="list-style-type: none"> <li>• Use symbols to represent a composition and use them to help with a performance.</li> </ul>	<ul style="list-style-type: none"> <li>• Devise non-standard symbols to indicate when to play and rest.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li> <li>• Read and create notes on the musical stave.</li> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>• Understand and use the # (sharp) and b (flat) symbols.</li> </ul>

		<ul style="list-style-type: none"> <li>• Use and understand simple time signatures.</li> </ul>
<b>DESCRIBE MUSIC – LISTENING &amp; APPRAISING</b>		
<ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• rounds</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> </ul> </li> </ul>



**Progression in Music Vocabulary**

<b>Milestone 1 Key Stage 1</b>	<b>Milestone 2 Lower Key Stage 2</b>	<b>Milestone 3 Upper Key Stage 2</b>
<p><b>Year 1</b>                      Pulse, rhythm, pitch, dynamics,                      instrumental families, instrument,                      wind, string, percussion, brass,                      body percussion, opinion, musical                      cues, leader, conductor, notes,                      tune, pattern, rhythmic pattern,                      melody, composition.</p> <p><b>Year 2</b>                      Pulse, rhythm, pitch, dynamics,                      tempo, styles, instrumental                      families, instrument, wind, string,                      percussion, brass, opinion,                      ensemble, leader, conductor,                      melodies, composition,                      improvisation, notated, graphic,                      pictorial, video, pattern</p>	<p><b>Year 3</b>                      Pulse, rhythm, pitch, dynamics,                      tempo, styles, instrumental                      families, instrument, wind, string,                      percussion, brass, ensemble,                      leader, conductor, notes, melodies,                      composition, improvisation,                      notated, graphic, pictorial, video,                      pattern, musical cues, rhythmic                      patterns, group, solo, complex                      melodies, inter-related dimensions</p> <p><b>Year 4</b>                      Pulse, beat, rhythm, pitch,                      dynamics, texture, tempo, timbre,                      structure, notation, styles, genres,                      instrumental families, instrument,                      wind, string, percussion, brass,                      composers, interpretation, inter-</p>	<p><b>Year 5 &amp; 6</b>                      Pulse, beat, rhythm, pitch, dynamics,                      texture, tempo, timbre, structure,                      notation, styles, genres, instrumental                      families, wind, string, percussion, brass,                      inter-related dimensions, ensemble,                      soloist, stylistically, musically, diction,                      tuning, leader, conductor, improvisation,                      composition, melodies, traditional                      notations.</p>

	<p>related dimensions, note pitches, technique, stylistically, musically, leader, conductor, ensemble, improvisation, composition, melodies, complex melodies, rhythmic patterns, notes</p>	
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Note

<p>Items in italics are not statutory in the English National Curriculum</p>		
<p><u><i>How do we prepare children for KS3?</i></u></p>	<p>The Music Lead teacher from Paget School comes to teach some music lessons to our year 6 children in the summer term.</p> <p>Year 6 children perform their own leavers play to parents.</p>	<p>During Music networks we discuss transition and projects which may aid transition.</p> <p>Address misconceptions early before they reach secondary- these can be done through re-visits</p>
<p><u><i>Music in the Early Years</i></u></p>	<p>See below.</p>	

Music		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>
Reception	Communication and Language	<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively, sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>

ELG	Expressive Arts and Design	Being Imaginative and Expressive	<ul style="list-style-type: none"> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>
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