

Margaret Wix Progression Ladder - Music

Purpose of study (National Curriculum 2014)

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

KS1 (Year 1 and Year 2)

Skills	Subject Knowledge
<p>By the end of Year 2, children should be able to:</p> <p>Perform:</p> <ul style="list-style-type: none"> • To sing and follow the melody (tune) • To sing accurately at a given pitch • To perform simple patterns and accompaniments keeping a steady pulse • To perform with others confidently • To play simple rhythmic patterns on an instrument accurately 	<p>By the end of Year 2, children should have knowledge of:</p> <p>Identifying musical conventions and inter-related dimensions:</p> <ul style="list-style-type: none"> • To 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. <p>Recognise sound & instruments:</p> <ul style="list-style-type: none"> • To know that instruments are played differently e.g. hit, shaken, and this produces different sounds.

<ul style="list-style-type: none"> To sing/ clap a pulse increasing or decreasing tempo accurately <p>Compose (including notation):</p> <ul style="list-style-type: none"> To order sounds to create a beginning, middle and end confidently To create music in response to different starting points independently To purposefully choose sounds which create an effect To use symbols to represent sounds accurately To make connections between notations and musical sounds <p>Appraise:</p> <ul style="list-style-type: none"> To improve their own work To listen out for particular things when listening to music with confidence 	<p>Identify musical conventions and inter-related dimensions:</p> <ul style="list-style-type: none"> To know the meaning of tempo, dynamics and pitch. <p>Recognise sound & instruments:</p> <ul style="list-style-type: none"> To know that instruments are made of different materials and this creates different timbres.
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Experiences	
<p>By the end of Year 2, children should have experienced:</p> <ul style="list-style-type: none"> Singing songs and chanting rhymes with simple structure Play simple patterns on instruments keeping a steady pulse Relate pulse, rhythm, pitch, singing and playing instruments Use symbols to represent sounds Listen to music and think about particular things in the piece. 	

Lower KS2 (Year 3 and Year 4)	
Skills	Subject Knowledge

By the end of Year 4, children should be able to:

Perform:

- To perform a simple part rhythmically
- To sing songs from memory with accurate pitch
- To play clear notes on instruments
- To improvise using repeated patterns confidently

Compose (including notation):

- To use notations to record and interpret sequences of pitches
- To use and understand standard notation
- To use all learnt notations to record compositions in a small group or on their own
- To use their notation in a performance confidently

Appraise:

- To explain the place of silence and say what effect it has
- To start to identify the character of a piece of music
- To describe and identify the different purposes of music
- To be able to explain the style of work of certain composers.

By the end of Year 4, children should have knowledge of:

Identify musical conventions and inter-related dimensions:

- To know that composers use the inter-related dimension to help to tell the message of the piece.

Recognise sound & instruments:

- To know that the orchestra is made up of different sections and families of instruments.

Identify musical conventions and inter-related dimensions:

- To know that different eras and genres have key features that help to define them.

Recognise sound & instruments:

- To know the role of different instruments within a genre e.g. the apito whistle is the role of the leader.

Experiences

By the end of Year 4, children should have experienced:

- Composing and improvising
- Learning to play a musical instrument, e.g. ukulele.
- Relating pulse, rhythm, pitch, singing and playing instruments

- The use of notation to record and interpret sequences of pitches
- Describing the character of a piece of music and talk about the effects of silence

Upper KS2 (Year 5 and Year 6)

Skills	Subject Knowledge
<p>By the end of Year 6, children should be able to:</p> <p>Perform:</p> <ul style="list-style-type: none"> • To choose what to perform and create a programme. • To confidently communicate the meaning of the words and clearly articulate them. • To talk and reason about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance using musical related vocabulary. • To discuss, talk musically about a piece and share learning relating to – “What went well?” and “It would have been even better if...?” <p>Compose (including notation):</p> <ul style="list-style-type: none"> • To confidently create simple melodies using up to five different notes and simple rhythms that work musically with the style of the song. • Explain the keynote or home note and the structure of the melody with confidence and accuracy • Listen to and reflect upon the developing composition and make accurate musical decisions about how the melody connects with the song. • Record the composition in accurately appropriate ways that recognises the connection between sound and symbol (e.g. graphic/pictorial notation) 	<p>By the end of Year 6, children have knowledge of:</p> <p>Identify musical conventions and inter-related dimensions:</p> <ul style="list-style-type: none"> • To know the features of different styles of music to justify placement. <p>Recognise sound & instruments:</p> <ul style="list-style-type: none"> • To know that instruments from different genres or eras have similarities in how they are played. <p>Identify musical conventions and inter-related dimensions:</p> <ul style="list-style-type: none"> • To know 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. <p>Recognise sound & instruments:</p> <ul style="list-style-type: none"> • To understand why composers use certain instruments or sounds at different times to create effect.

Appraise:

- To identify and move to the pulse with ease.
- To think about and share the message of songs.
- To accurately compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.
- Listen carefully and offer respectful appropriate feedback to other people's thoughts about the music.
- Use musical words accurately when talking about the songs.
- To talk about all of the musical dimensions working together
- Talk about the music and how it makes you feel, using musical language to describe the music accurately.

Experiences

By the end of Year 6, children should have experienced:

- Composing and improvising to create music for a range of purposes using the inter-related dimensions of music
- Play instruments with an understanding of musical structures and reproduce sounds from aural memory
- Appraising different genres of music and recalling sounds that give the music a particular style
- Use more complex notation with certain beats in a bar.
- Learning about different musical periods