



Non-negotiable Progression of KSU in Music at Buckshaw Primary School

At Buckshaw Primary School our aim is to provide a high quality music education that engages and inspires pupils to develop a love of music and nurtures their talent as musicians. Our objective at Buckshaw Primary School is to provide a high quality music education that enables children to develop a love of music whilst increasing self-confidence, creativity and a sense of achievement.

All children will have Quality First Teaching. Any children with identified SEND or in receipt of pupil premium funding may have work additional to and different from their peers in order to access the curriculum dependent upon their needs. As well as this, our school offers a demanding and varied curriculum, providing children with a range of opportunities in order for them to reach their full potential and consistently achieve highly from their starting points. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.

End of Nursery	End of Reception	End of Year 1	End of Year 2	End of Year 3	End of Year 4	End of Year 5	End of Year 6	National Curriculum
To sing a few familiar songs To sing to self and make up simple songs. To make up rhythms	To begin to build a repertoire of songs and dances.	To use their voices to speak/sing/chant To join in with singing	To sing and follow the melody (tune) To sing accurately at a given pitch	To sing in tune with expression. To control their voice when singing.	To sing songs from memory with accurate pitch .	To breath in the correct place when singing. To sing and use their understanding of meaning to add expression.	Sing from memory with confidence in solo, unison and in parts with clear diction, controlled pitch and a sense of phrase. Charanga song leavers	Controlling sounds through singing. (performing)
To tap out simple repeated rhythms.	Explores the different sounds of instruments	To clap short rhythmic patterns To copy sounds	To perform simple patterns and accompaniments keeping a steady pulse To sing/ clap a pulse increasing	To play clear notes on instruments	To perform a simple part rhythmically To improvise using repeated patterns	To perform 'by ear' and from simple notations To improvise within a group using melodic and rhythmic phrases	To perform parts from memory To perform using notations To take the lead/ solo in a performance To provide rhythmic support	Controlling sounds through playing. (performing)

			or decreasing in tempo			To recognise and use basic structural forms		
To explore the different sounds of instruments	ELG They represent their own ideas, thoughts and feelings through music. Chose own instrument and explain.	To make different sounds with instruments To repeat (short rhythmic and melodic) patterns To show sounds by using pictures Charanga Assessment: Your imagination Reflect, Rewind, Replay	Compose with tuned percussion 2 or 3 notes. To order sounds to create a beginning, middle and end To choose sounds which create an effect Charanga: Friendship song Reflect, Rewind, Replay	To combine different sounds to create a specific mood or feeling ICT link Charanga: Bringing us together Reflect, Rewind, Replay	To use notations to record compositions in a small group or on their own. Make creative use of the way sounds can be organised, changed and controlled. ICT digital media- make soundtrack for a trailer. Charanga: Blackbird Reflect, Rewind, Replay	Compose and perform melodies using four or five notes. Use a variety of different musical devices including melody, rhythms and chords. Create own raps. Charanga: Dancin' in the street (preview) Reflect, Rewind, Replay	To be able to use a variety of different musical devices in their composition (including melody, rhythms and chords) Compose music for Leaver's Service Charanga: You've got a friend (preview) Reflect, Rewind, Replay	Creating and developing musical ideas (composing)
	C and L Listening skills.	To respond to different moods in music To say how a piece of music makes them feel. To say whether they like or dislike a piece of music. Study a piece of music with	To listen out for particular things when listening to music. Use musical vocab to describe the music- duration, tempo and pitch.	Start to use musical dimensions vocabulary to describe music- duration, timbre, pitch, dynamics, tempo, texture, structure. Identify	Use more musical dimensions vocabulary to describe music- duration, timbre, pitch, dynamics, tempo, texture,	To describe, compare and evaluate music using musical vocabulary duration, timbre, pitch, dynamics, tempo, texture, structure, beat, rhythm, metre,	Use musical vocabulary confidently to describe music. To be able to analyse features within different pieces of music. Attend a classical music concert and review.	Responding and reviewing (appraising)

		contrasting instruments ie Peter and the Wolf.	Start to recognise different instruments.	orchestral family timbres.	structure, rhythm, metre, riff, ostinato, melody, harmony. Watch a Classical concert online.	silence, riff, ostinato, melody, harmony, chord, flat, sharp, dotted rhythm, staccato, legato, crescendo, diminuendo). Attend a concert at local high school.		
		To listen to pieces of music and talk about when and why they may hear it. Composers: History link - Romantic Period - Victorians e.g. Brahms, Wagner, Verdi, Tchaikovsky Composition links to Benjamin Britten	To listen to pieces of music and talk about when and why they may hear it explaining why using musical vocabulary. Composers: History link - Baroque period - Great fire of London e.g. Pachelbel, Vivald	To listen to and begin to respond to music drawn from different traditions and great composers and musicians Composers: History link - Early Music - Anglo-Saxons - pre 1066 e.g. Leonin, De La Halle	To listen to, understand a wide range of from different traditions and great composers and musicians Composers: History link - Early/ Mid 20th Century America - Miles Davis, Duke Ellington	To listen to a range of live and recorded music from different traditions, composers and musicians. Begin to discuss their differences and how music may have changed over time. Composers: History link - Early/Mid 20th Century Europe - Debussy, Stravinsky,	Describe different purposes of music in history/ other cultures. Evaluate how venue, occasion and purpose effects the way that music is created and performed. Composers: History link - Classical Period - Haydn, Mozart, Elgar and Beethoven	Listening and applying knowledge and understanding

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