

WEST TOWN LANE ACADEMY

Music Curriculum Progression



Intent	Our vision for music embeds the foundations and skills required to scaffold a child's musical learning journey. Students will gain an understanding of using their voices and instruments with increasing accuracy, fluency, control and expression. They will explore how music is created and gain a thorough appreciation of inter related dimensions of music and appropriate musical notations. Their appraisal and improvisation of music will be key to developing their independent and group compositions. Students will also build the confidence to perform both in solo and ensemble form using their voice and various tuned and untuned instruments. Their musical understanding will also be enhanced by introducing the works of great composers and musicians. They will have exposure to a variety of musical experiences whilst developing a strong understanding of the History of Music.
Implementation	How is Music organised in the school? Our music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in classroom activities as well as through weekly singing assemblies (using Sing-up), concerts and performances, learning how to play an instrument and through participation in musical ensembles including school bands and choirs. Using the Charanga scheme of work, the elements of music are taught in classroom lessons so that children are able to confidently use technical vocabulary to appreciate and analyse music, and to understand how it is made and performed. During their time at WTLA, pupils will be given the opportunity to learn an instrument through whole class music tuition, delivered by specialists from Bristol Beacon. In doing so, children will understand the different principles of creating music. Children also learn how to compose, using instruments, voice, body percussion or technology and focussing on different dimensions of music. Children in the EYFS are introduced to musical instruments and exposed to musical vocabulary. They're provided with opportunities to listen to different genres, sing, dance and find the rhythm of music throughout their foundation years.
Impact	Whilst in WTLA, children have the opportunity to develop their love, understanding and appreciation of music. Through music, children develop the school's RADAR values (respect, adventure, determination, achievement and resilience). Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music as listeners, composers and performers. They can discuss music and comprehend its parts. They can sing, feel a pulse, add rhythms and create melodies in a group and will further develop these skills in the future and continue to enjoy and embrace music in their lives. Teachers will assess the children's love of and progress in music across the academic year and opportunities for events and CPD outside of the classroom will be identifies through dialogue with staff and children.

Music curriculum progression Year 1

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry title	What am I?	What makes Brislington & Bristol brilliant?	What did Brunel do for us?	Who are the ground-breaking figures from Bristol's diverse history?	Where are our capital cities?	How have holidays changed in Weston-super-Mare?
Charanga title and focus	Hey You Old School hip hop, to study 'Hey You'	Rhythm In The Way We Walk (Reggae style) and The Banana Rap (Hip Hop style) Style study	In The Groove Learn the six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk	Round and Round Round and Round, a Bossa Nova Latin style	Your imagination Creating your own lyrics	Reflect, Rewind, Replay performance and revision
Skills & knowledge	An old school hip hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other old school hip hop tunes. Glockenspiels Recorders	Children will listen & appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing. How pulse, rhythm and pitch work together. Singing and rapping. Glockenspiels Recorders	This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week children will listen and learn a different style of In The Groove. Glockenspiels Recorders	The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Glockenspiels Recorders	Unit specific focus- Create your own lyrics. Mixed styles and listening to songs/music about using your imagination. Glockenspiels Recorders	All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Unit specific focus - Revision and deciding what to perform. Listen to Western Classical Music. The language of music. Glockenspiels Recorders
Vocabulary	Pulse, Rhythm, Pitch	Pulse, Rhythm, Pitch	Pulse, Rhythm, Pitch,	Pulse, Rhythm, Pitch	Pulse, Rhythm, Pitch, structure	Pulse, Rhythm, Pitch, structure
Special events /trips/visitors		Christmas production	Image Theatre Company Performance		Musical Workshop from Bristol Plays Music	
Cross-curricular opportunities	Option to make up (compose) your own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing or 80s Hip Hop culture in general. Historical context of musical styles.	Action songs that link to the foundations of music	Six different styles of music used here - Blues, Latin, Folk, Funk, Baroque, Bhangra that link to history, geography, countries and cultures. Ourselves. Historical context of musical styles.	Latin American style of music - Countries from around the world. Film music. Historical context of musical styles.		Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space.
Charanga Freestyle Topics to link	Growing and us Healthy Living	Changes Different places	Great composers	Animals Mini-beasts	Energy Ocean, seas, rivers	

Music curriculum progression Year 2

	Term 1	Term 2	Term 3 & 4		Term 5	Term 6
Enquiry title	What happened on Pudding Lane?	How has travel changed over time?	How are all forests the same?		How have people's rights changed?	What can we do to look after ourselves and our planet?
Charanga title and focus	Hands, Feet, Heart Music from South Africa, Freedom songs.	Ho, Ho, Ho Winter time, festivals and Christmas time. Creating a performance using music and dance	I Wanna Play In a Band Rock music and movement.	Zootime Song structure	Friendship song Song structure	Reflect, Rewind, Replay Performance and Revision
Skills & knowledge	A song celebrating South African Music. Listen and appraise this song and others; Hands, Feet, Heart by Joanna Mangona The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela Glockenspiels Recorders	Children will Listen & Appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing Glockenspiels Recorders	In this song Children learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic rock songs. Glockenspiels Recorders	The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. Glockenspiels Recorders	All the learning in this unit is focused around one song: Friendship Song. Glockenspiels Recorders	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Continue to embed the foundations of the interrelated dimensions of music using voices and instruments
Vocabulary	Pulse, Rhythm, Pitch	Pulse, Rhythm, Pitch	Pulse, Rhythm, Pitch	Pulse, Rhythm, Pitch, Structure	Pulse, Rhythm, Pitch, Structure	Pulse, Rhythm, Pitch, Structure
Special events/trips/visitors		Christmas production	Image Theater Company Performance		Musical Workshop from Bristol Plays Music	
Cross-curricular opportunities	South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.	Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.	Teamwork, working together. The Beatles. Historical context of musical styles.	Animals, poetry and the historical context of musical styles		Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space.
Charanga Topic lessons to link	Did you know?	Journeys	Dinosaurs	Animals Mini-beasts		

Music curriculum progression Year 3

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry title	How did Britain change from the Stone Age to the Iron Age?		How has Ancient Greece shaped our lives?		How do UK capital cities compare?	
Charanga title and focus	Let Your Spirit Fly RnB. Singing in two parts.	Glockenspiel Stage 1 Playing the glockenspiel. The language of music	Song study: Three Little Birds Reggae and Bob Marley	The Dragon Song Singing in two parts	Bringing Us Together Disco Songs	Reflect, Rewind, Replay Performance and composition
Skills & knowledge	All the learning is focused around one song: Let Your Spirit Fly. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. Glockenspiels Recorders	The learning is focused around exploring and developing playing skills through the glockenspiel or if you have previous knowledge, the recorder. Glockenspiels	The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other reggae songs. Glockenspiels	Children use their imagination and work together as a class, create their own performance of this song Glockenspiels	Learning in this unit is focused around one song: Bringing Us Together - a Disco song about friendship, peace, hope and unity. Glockenspiels	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. Musical learning focus- Listen and Appraise Classical music. Unit Specific Focus - Revision and deciding what to perform. Listen to Western Classical Music. The language of music.
Vocabulary	Pulse, Rhythm, Pitch, Tempo,, Structure	Pulse, Rhythm, Pitch, Tempo,, Structure	Pulse, Rhythm, Pitch, Tempo,, Structure	Pulse, Rhythm, Pitch, Tempo,Structure	Pulse, Rhythm, Pitch, Tempo,, Structure	Pulse, Rhythm, Pitch, Tempo,, Structure
Special events/trips/visitors		Yrs 3 -6 Christmas Carol Concert practice and performance UKES Bristol music beacon	Image Theatre Company Performance Percussion drumming, Bristol Plays Music Visit (1 hour per week, 10 weeks, per class, guided tuition)	Percussion drumming, Bristol Plays Music Visit (1 hour per week, 10 weeks, per class, guided tuition)		
Cross-curricular opportunities	Historical context of musical styles.	Introduction to the language of music, theory and composition.	Animals, Jamaica, poetry and the historical context of musical styles	Storytelling, creativity, PSHE, friendship, acceptance, using your imagination.	Friendship, being kind to one another, respect, accepting everybody, peace, hope and unity.	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space.
Charanga Topic lessons to link		Healthy Living			Songs from Scotland Oceans seas rivers	

Music curriculum progression Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry title	What are the achievements of the Ancient Egyptians?		How do we know the Roman empire was here?		Where in the world do they speak Spanish?	
Charanga title and focus	Song study: Mamma Mia Composition	Glockenspiel Stage 2 Learning basic instrumental skills by playing tunes in varying styles.	Song study: Stop! Grime, writing lyrics.	Song study: Lean on Me Pulse, rhythm, pitch	Song study: Blackbird The Beatles and the development of pop music	Reflect, rewind, Replay Performance
Skills & knowledge	As well as learning to sing, play, improvise and compose with the well-known song Mamma Mia, children will listen and appraise more ABBA hits.	The learning is focused around exploring and developing playing skills through the glockenspiel or if children have previous knowledge, the recorder. This Glockenspiel 2 Unit of Work builds on the learning from Glockenspiel 1.	Children will learn about the interrelated dimensions of music through games, singing and composing.	The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked	The Civil Rights Movement.	Revision and deciding what to perform. Listen to Western Classical Music. The language of music. This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
Vocabulary	Pulse, Rhythm, Pitch, Tempo, Texture, Structure	Pulse, Rhythm, Pitch, Tempo, Texture, Structure	Pulse, Rhythm, Pitch, Tempo, Texture, Structure	Pulse, Rhythm, Pitch, Tempo, Texture, Structure	Pulse, Rhythm, Pitch, Tempo, Texture, Structure	Pulse, Rhythm, Pitch, Tempo, Texture, Structure
Special events/trips/visitors		Christmas carol concert	Bristol Plays music workshop visit, Steel pans Image Theatre Company Performance			
Cross-curricular	Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country.	Introduction to the language of music, theory and composition.	Composition, Bullying.	Gospel in its historical context i.e. from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and different choirs like the London Community Gospel Choir. Analysing performance.		Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space.
Charanga Topic lessons to link	Ancient Egypt		Celts and Romans		Oceans, seas, rivers	

Music curriculum progression Year 5

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry title	Why did the Anglo Saxons, Scots and Vikings raid and invade?		How do China and the UK compare?		Who were the Mayans?	
Charanga title and focus	Song study: Livin on a Prayer	Jazz and improvisation	Song study: Make you Feel my Love Pop genre study	Song study: The Fresh Prince of Bel Air	Song study: Dancing in the Street	Reflect, Rewind, Replay
Skills & knowledge	The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other classic rock songs.	All the learning is focused around two tunes and improvising: Three Note Bossa and Five Note swing.	The material presents an integrated approach to music where games, elements of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other pop ballads.	Focus is around one song: The Fresh Prince Of Bel Air. The material presents an integrated approach to music where games, the interrelated dimensions of music (pulse, rhythm, pitch etc.), singing and playing instruments are all linked.	The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.	Unit specific focus- Revision and deciding what to perform. Listen to Western Classical Music. This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
Vocabulary	Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture Structure	Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture Structure	Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture Structure	Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture Structure	Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture Structure	Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture Structure
Special events/trips/visitors		Christmas carol concert	Image Theatre Company Performance		Ukulele, Bristol Plays Music Visit (1 hour per week, 10 weeks, per class, guided tuition) (Terms 3-4 in 20/21 school year)	
Cross-curricular opportunities	How rock music developed from the Beatles onwards. Analysing performance.	History of music - Jazz in its historical context.	Historical context for ballads.	Option to make up (compose) own rap or words to the existing rap, that could link to any topic in school, graffiti art, literacy, breakdancing and 80s Hip hop culture in general. Historical context of musical styles.	The history of Motown and its importance in the development of Popular music. Civil Rights.	Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space.
Charanga Topic lessons to link	The Vikings Dragons	The Vikings Dragons	Space	Space	Around the world	

Music curriculum progression Year 6

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Enquiry title	What happened after the Bristol Blitz?		Could we ever run out of water?		How do animals and plants adapt to suit their environment?	
Charanga Title and focus	Song study: Happy Music that makes you happy	Jazz 2 Jazz and improvisation	A New Year Carol Benjamin Britten's music	Song study: You've Got a Friend Carole King's music - her life as a composer	Music and Me Inspirational women working in music.	Reflect, Rewind, Replay Performance
Skills & knowledge	Focus on a Pop song with a Soul influence about being happy. What makes you happy?	This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around two tunes: Bacharach Anorak and Meet The Blues.	This is a six-week Unit of Work that builds on previous learning. It is supported by weekly lesson plans and assessment. All the learning is focused around one song from Benjamin Britten's Friday Afternoons: A New Year Carol Other learning within the unit gives your class the opportunity to research Benjamin Britten's life and to listen to many of his other works.	This is a six-week Unit of Work. All the learning in this unit is focused around one song: You've Got A Friend - a song about friendship by Carole King.	Throughout this series, students will explore the concept of 'identity' – the various elements that shape us. In this unit, we start with gender, with reference to social and cultural differences. Students will learn to create their own music.	PTThis Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
Vocabulary	Pulse, Rhythm, Pitch, Tempo , Dynamics , Timbre, Texture , Structure	Pulse, Rhythm, Pitch, Tempo , Dynamics , Timbre, Texture , Structure	Pulse, Rhythm, Pitch, Tempo , Dynamics , Timbre, Texture , Structure	Pulse, Rhythm, Pitch, Tempo , Dynamics , Timbre, Texture , Structure	Pulse, Rhythm, Pitch, Tempo , Dynamics , Timbre, Texture , Structure	Pulse, Rhythm, Pitch, Tempo , Dynamics , Timbre, Texture , Structure
Special events/trips/visitors (hidden curriculum)	Bristol play music Workshop, Harmonium	Christmas carol concert	Image Theatre Company Performance			
Cross-curricular opportunities	What makes us happy? Video/project with musical examples.	History of music - Jazz in its historical context.	Literacy and history, Britten100.org, www.fridayafternoons.co.uk. The historical context of Gospel music and Bhangra.	Celebrating the role of woman in the music industry.	Carole Kings importance as a female composer in the world of popular music.	
Charanga Topic lessons to link	Remembrance Day	Remembrance Day	Oceans, Seas, Rivers			