



Westhaven Progression of skills for MUSIC

Valued - Inspired - Prepared

Westhaven School is a unique learning environment with high expectations for learners who experience complex barriers to learning for a range of reasons. We promote a calm environment which enables everyone to learn. The golden thread that permeates our curriculum and our conduct through every school day are the core values which shape our learners to be:

- safely independent
- confident communicators
- respectful citizens
- resilient learners
- inquisitive thinkers

The Westhaven Way is our ethos and it underpins our daily approach to behaviour and learning.



Subject strand	Use of voice expressively and creatively	Play tuned and untuned instruments	Listen with concentration and understanding	Experiment with, create, select and combine sounds		
STEP 1	<ul style="list-style-type: none"> <li>• Sing echo songs and perform movements to a steady beat.</li> </ul>	<ul style="list-style-type: none"> <li>• Play instruments to a steady beat.</li> <li>• Understand how to hold and play</li> </ul>	<ul style="list-style-type: none"> <li>• Express feelings in music by responding to different moods in a</li> </ul>	<ul style="list-style-type: none"> <li>• Choose different instruments, including the voice, to create</li> </ul>		

	<ul style="list-style-type: none"> <li>• Explore singing at different speeds and pitch to create moods and feelings.</li> <li>• Discover how to use the voice to create loud and soft sounds.</li> </ul>	<p>an instrument with care.</p> <ul style="list-style-type: none"> <li>• Explore the different sounds instruments make.</li> <li>• Choose an instrument to create a specific sound.</li> </ul>	<p>musical score.</p> <ul style="list-style-type: none"> <li>• Listen to music and respond by using hand and whole body movements.</li> <li>• Listen to different sounds (eg, animal sounds) and respond with voice and movement.</li> </ul>	<p>different sound effects in play.</p> <ul style="list-style-type: none"> <li>• Investigate a variety of ways to create sound with different materials.</li> <li>• Experiment performing songs and music together with body movements to a steady beat.</li> </ul>		
Subject strand	Use of voice expressively and creatively	Play tuned and untuned instruments	Listen with concentration and understanding	Experiment with, create, select and combine sounds		
STEP 2	<ul style="list-style-type: none"> <li>• Explore the use of the voice in different ways e.g. through speaking, singing and chanting.</li> <li>• Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</li> <li>• Find out how to sing with expression, confidence and creativity</li> </ul>	<ul style="list-style-type: none"> <li>• Play instruments showing an awareness of others.</li> <li>• Repeat and investigate simple beats and rhythms.</li> <li>• Learn to play sounds linking with symbols.</li> <li>• Understand how to play an instrument with care and attention.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose sounds to represent different things eg, ideas, thoughts, feelings, moods.</li> <li>• Reflect on music and say how it makes people feel, act and move.</li> <li>• Respond to different composers and discuss different genres of music.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose a sequence of long and short sounds with help, including clapping longer rhythms.</li> <li>• Investigate how to make different sounds using the interrelated dimensions eg, dynamics and tempo to add interest.</li> <li>• Explore own ideas and make changes to these if desired.</li> </ul>		

				<ul style="list-style-type: none"> <li>• Begin to explore notating music in different</li> </ul>		
Subject strand	Use of voice expressively and creatively	Play tuned and untuned instruments	Listen with concentration and understanding	Experiment with, create, select and combine sounds		
STEP 3	<ul style="list-style-type: none"> <li>• Sing with a sense of the shape of a melody.</li> <li>• Represent sounds with symbols</li> <li>• Improvise in making sounds with the voice.</li> <li>• Sing songs using creativity and expression being able to create dramatic effect</li> </ul>	<ul style="list-style-type: none"> <li>• Perform simple patterns and accompaniments keeping to a steady pulse.</li> <li>• Recognise and explore how sounds can be organised.</li> <li>• Respond to starting points that have been given.</li> <li>• Understand how to control playing a musical instrument so that they sound as they should.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice how music can be used to create different moods and effects and to communicate ideas.</li> <li>• Listen and understand how to improve own composition</li> <li>• Sort composers into different genres and instruments into different types.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose carefully and order sounds in a beginning, middle and end.</li> <li>• Use sounds to achieve an effect (including use of technology)</li> <li>• Create short musical patterns.</li> <li>• Investigate long and short sounds.</li> <li>• Encourage changes in pitch to communicate an idea. eg grids, graphs.</li> <li>• Continue to learn to notate music in different forms</li> </ul>		
Subject Strand	Play and Perform	Improvise and compose	Listen with attention to detail and recall sounds	Use and understand staff and other musical	Appreciate and understand a wide range of live and recorded music	Develop an understanding of the history of music

				notation		
STEP 4	<ul style="list-style-type: none"> <li>• Sing in tune.</li> <li>• Perform simple melodic and rhythmic parts</li> <li>• Improvise repeated patterns</li> <li>• Begin to understand the importance of pronouncing the words in a song well.</li> <li>• Start to show control in the voice.</li> <li>• Perform with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose music that combines musical interrelated dimensions eg dynamics and tempo</li> <li>• Choose sounds to create an effect.</li> <li>• Order sounds to help create an effect.</li> <li>• Create short musical patterns with long and short sequences and rhythmic phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and explore the way sounds can be combined and used expressively.</li> <li>• Listen to different types of composers and musicians.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to learn to read music</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognise and identify instruments being played.</li> <li>• Comment on likes and dislikes.</li> <li>• Recognise how the interrelated dimensions of music can be used together to compose.</li> </ul>	<ul style="list-style-type: none"> <li>• Think about the different purposes of music throughout history and in other cultures.</li> <li>• Recognise that sense of occasion affects the performance.</li> </ul>
Subject Strand	Play and Perform	Improvise and compose	Listen with attention to detail and recall sounds	Use and understand staff and other musical notation	Appreciate and understand a wide range of live and recorded music	Develop an understanding of the history of music
STEP 5	<ul style="list-style-type: none"> <li>• Sing in tune with awareness of others.</li> <li>• Perform simple melodic and rhythmic parts with awareness of others.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose music that combines layers of sounds.</li> <li>• Be aware of the effect of several layers of sound.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice, analyse and explore the way sounds can be combined and used expressively.</li> <li>• Comment on</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to learn to read music during instrumental lessons.</li> <li>• Use staff and musical notation</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to recognise and identify instruments and numbers of instruments being played.</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the different purposes of music throughout history and in other cultures.</li> </ul>

	<ul style="list-style-type: none"> <li>• Improvise repeated patterns growing in difficulty.</li> <li>• Sing songs from memory with accurate pitch.</li> <li>• Maintain a simple part within a group.</li> <li>• Understand the importance of pronouncing the words in a song well.</li> <li>• Show control in the voice.</li> <li>• Play notes on instruments with care so they sound clear.</li> <li>• Perform with control and awareness of what others in the group are singing or playing.</li> </ul>	<ul style="list-style-type: none"> <li>• Compose and perform melodies and songs (including use of technology)</li> <li>• Use sound to create abstract Effects.</li> <li>• Recognise and create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Carefully choose order, combine and control sounds with awareness of their combined effect.</li> </ul>	musicians' use of technique to create effect.	<p>when composing work.</p> <ul style="list-style-type: none"> <li>• Recognise symbols for semibreve, minim and crotchet and know how many beats each represents.</li> <li>• Know the symbol for a rest in music and use silence for effect in music.</li> </ul>	<ul style="list-style-type: none"> <li>• Compare music and express growing tastes in music.</li> <li>• Explain how the interrelated dimensions can be used together to compose music.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that sense of occasion affects the performance.</li> </ul>
Subject Strand	Play and Perform	Improvise and compose	Listen with attention to detail and recall sounds	Use and understand staff and other musical notation	Appreciate and understand a wide range of live and recorded music	Develop an understanding of the history of music
STEP 6	<ul style="list-style-type: none"> <li>• Create songs with understanding of the relationship between</li> </ul>	<ul style="list-style-type: none"> <li>• Use the venue and sense of occasion to create</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and explore the relationship</li> </ul>	<ul style="list-style-type: none"> <li>• Know and use standard musical notation of</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and evaluate different kinds of music using</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the different cultural meanings and</li> </ul>

	<p>lyrics and melody.</p> <ul style="list-style-type: none"> <li>• Maintain own parts whilst performing with awareness of how different parts fit together and the need to achieve an overall effect.</li> <li>• Breathe well and pronounce words, change pitch and show control in singing.</li> <li>• Perform songs with an awareness of the meaning of words.</li> <li>• Hold a part in a round.</li> <li>• Perform songs in a way that reflects their meaning and the occasion.</li> <li>• Sustain a drone or melodic ostinato to accompany singing.</li> <li>• Play an accompaniment on an instrument eg, xylophone or drum.</li> </ul>	<p>performances that are well appreciated by the audience.</p> <ul style="list-style-type: none"> <li>• Compose by developing ideas within musical structures.</li> <li>• Improvise melodic and rhythmic phrases as part of a group performance.</li> <li>• Improvise within a group.</li> </ul>	<p>between sounds.</p> <ul style="list-style-type: none"> <li>• Notice and explore how music reflects different intentions.</li> </ul>	<p>semibreve, minim, crotchet and quaver.</p> <ul style="list-style-type: none"> <li>• Read the musical stave and work out notes (EGBDF and FACE)</li> <li>• Draw a treble clef in the correct position on the stave.</li> </ul>	<p>appropriate musical vocabulary.</p> <ul style="list-style-type: none"> <li>• Explain how the interrelated dimensions, features and styles can be used together to compose music.</li> </ul>	<p>purposes of music, including contemporary culture.</p> <ul style="list-style-type: none"> <li>• Use different venues and occasions to vary their own performances.</li> </ul>
--	--	--	--	--	--	--

Subject Strand	Play and Perform	Improvise and compose	Listen with attention to detail and recall sounds	Use and understand staff and other musical notation	Appreciate and understand a wide range of live and recorded music	Develop an understanding of the history of music
STEP 7	<ul style="list-style-type: none"> <li>• Perform significant parts from memory and from notations with awareness of my own contribution.</li> <li>• Refine and improve my own work.</li> <li>• Sing or play from memory with confidence, expressively and in tune.</li> <li>• Perform alone and in a group, displaying a variety of techniques.</li> <li>• Take turns to lead a group.</li> <li>• Sing a harmony part confidently and accurately.</li> </ul>	<ul style="list-style-type: none"> <li>• Improvise melodic and rhythmic material within a given structure.</li> <li>• Improvise and compose music for a range of purposes using the inter related dimensions of music</li> <li>• Show thoughtfulness in selecting sounds and structures to convey an idea.</li> <li>• Create your own musical patterns.</li> <li>• Use a variety of different musical devices including melody, rhythms and chords.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice, comment on and compare the use of musical devices.</li> <li>• Notice, comment on and compare the relationship between sounds.</li> <li>• Notice, comment on, compare and explore how music reflects different intentions.</li> </ul>	<ul style="list-style-type: none"> <li>• Use a variety of notation when performing and composing.</li> <li>• Compose music for different occasions.</li> <li>• Quickly read notes and know how many beats they represent.</li> <li>• Use a range of musical interrelated dimensions to describe music eg, pitch, tempo, timbre, dynamics etc</li> <li>• Describe music using musical vocabulary and identify strengths and weaknesses in music giving</li> </ul>	<p>Analyse and compare musical features choosing appropriate musical vocabulary.</p> <ul style="list-style-type: none"> <li>• Explain and evaluate how the interrelated dimensions, features and styles can be used together to compose music.</li> </ul>	<ul style="list-style-type: none"> <li>• Notice and explore how music reflects time, place and culture.</li> <li>• Understand and express opinions on the different cultural meanings and purposes of music, including contemporary cultural.</li> <li>• Use different venues and occasions to vary own performances and be able to explain why this matters.</li> </ul>

				opinions.		
--	--	--	--	-----------	--	--

**Musical Vocabulary introduced and revisited weekly on wordmats using widget symbols.:**

KS2 lower. Cycle a and b

Words you need to know:

term 1 Word mat. Pulse, rhythm, pitch, rap, improvise, compose, melody,

term 2 Word mat. bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones,

term 3 Word mat. Blues, Baroque, Latin, Irish Folk, Funk,

term 4 Word mat. pulse, rhythm, pitch, groove, audience, imagination.

KS2 Upper. Cycle a.

Words you need to know:

Term 1 Word mat. Keyboard, drums, bass, electric guitar, saxophone, trumpet,

Term 2 Word mat. pulse, rhythm, pitch, improvise, compose, audience, question and answer,

Term 3 Word mat. melody, dynamics, tempo,

Term 4 Word mat. perform/performance, audience,

Term 5 Word mat. Rap, Reggae, Glockenspiel.

KS2 upper. Cycle b

Vocabulary:

Term 1 Word Mat. Structure, intro/introduction, verse, chorus,

Term 2 Word Mat. improvise, compose, pulse, rhythm, pitch, tempo, dynamics,

Term 3 Word Mat. bass, drums, guitar, keyboard, synthesiser, electric guitar, organ, backing vocals,

Term 4 Word Mat. hook, melody, texture, structure, hook, riff, melody,

Term 5 Word Mat. Reggae, pentatonic scale, imagination, Disco.

KS3 Cycle a.

Vocabulary:

term 1. Word Mat. Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse,

term 2. Word Mat. rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody,

term 3. Word Mat. solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography,

term 4. Word Mat. digital/electronic sounds, turntables, synthesisers, by ear, notation, backing vocal, piano,

term 5. Word Mat. organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.

### KS3 Cycle b

#### Vocabulary:

Term 1. Word mat. Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose,

Term 2. Word mat. appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names,

Term 3. Word mat. Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass,

Term 4. Word mat. drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesiser, deck, backing loops, Funk,

Term 5. Word mat. scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff,

Term 6. Word mat. bass line, brass section, harmony, melody.

### Ks3. Cycle c

#### Vocabulary:

style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo,

dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove,

Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo,

ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.