



## Music

We equip children with musical knowledge, allowing them to have an understanding about the impact of music on themselves and the world around them. Through music lessons, we provide pupils with opportunities to analyse performance, styles, traditions and composition. In all year groups, our provision allows children to engage in composition, singing and performing for a range of purposes and develops transitional skills. Children in Years 3 & 5 are given the opportunity to learn a musical instrument (Recorder and Saxophone/Clarinet).

### Progression of Skills

Strand	KS1	Year 3	Year 4	Year 5	Year 6
<b>Performing</b>  Weekly singing assemblies offer opportunities to perform songs from a range of musical styles, focussing on accuracy, control and dynamics. They will also provide opportunities for Years 5 & 6 to sing in harmony or 2 or more parts.	<ul style="list-style-type: none"> <li>Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).</li> <li>Singing short songs from memory, with melodic and rhythmic accuracy.</li> <li>Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.</li> <li>Performing expressively using dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Indian music in class, variety in singing assembly</li> <li>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</li> <li>Performing from basic staff notation, incorporating rhythm (crotchets, quavers &amp; minims) and pitch (Middle C (C3) through to C4 with letter names) and be able to identify these symbols using musical</li> </ul>	<ul style="list-style-type: none"> <li>Singing longer songs in a variety of musical styles (including Blues and Rock and Roll) from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</li> <li>Singing and playing in time with peers, with accuracy and awareness of their part in the group performance.</li> <li>Playing melody parts on tuned instruments with accuracy and control and developing instrumental</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</li> <li>Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group. (all units including Saxophone/Clarinet tuition)</li> <li>Performing with accuracy and fluency from graphic and simple staff notation to include semi-breves</li> </ul>	<ul style="list-style-type: none"> <li>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. (singing assemblies and end-of-year production where appropriate)</li> <li>Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. (all units)</li> <li>Performing a solo or taking a leadership role</li> </ul>



## Music

	<p>and timbre to alter sounds as appropriate.</p> <ul style="list-style-type: none"> <li>Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.</li> </ul>	<p>terminology.(Recorder unit as well)</p>	<p>technique (control of beaters).</p> <ul style="list-style-type: none"> <li>Playing syncopated rhythms with accuracy, control and fluency (Blues).</li> <li>Playing simple chord sequences (12 bar blues).</li> </ul>	<p>and semiquavers (Rock and Roll).</p>	<p>within a performance. (class units, singing assembly and end-of-year production)</p> <ul style="list-style-type: none"> <li>Performing with accuracy and fluency from graphic and staff notation (including rests and time signatures) and from their own notation.</li> <li>Performing by following a conductor's cues and directions. - covered in whole class singing and assemblies</li> </ul>
Composing	<ul style="list-style-type: none"> <li>Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.</li> <li>Successfully combining and layering several</li> </ul>	<ul style="list-style-type: none"> <li>Composing a piece of music in a given style with voices and instruments (Indian Classical).</li> <li>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</li> <li>Using letter name and rhythmic notation</li> </ul>	<ul style="list-style-type: none"> <li>Composing a coherent piece of music in a given style with voices, bodies and instruments. (Blues)</li> <li>Beginning to improvise musically within a given style (Blues).</li> <li>Developing melodies using rhythmic variation,</li> </ul>	<ul style="list-style-type: none"> <li>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Saxophone/Clarinet, Dance Remix).</li> <li>Improvising coherently within a given style. (Saxophone/Clarinet &amp; Rock and Roll)</li> </ul>	<ul style="list-style-type: none"> <li>Improvising coherently and creatively within a given style, incorporating given features. (Film music)</li> <li>Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</li> </ul>

## Music

	<p>instrumental and vocal patterns within a given structure.</p> <ul style="list-style-type: none"> <li>• Creating simple melodies from five or more notes.</li> <li>• Choosing appropriate dynamics, tempo and timbre for a piece of music.</li> <li>• Using letter name and graphic notation to represent the details of their composition.</li> <li>• Beginning to suggest improvements to their own work.</li> </ul>	<p>(graphic or staff), and key musical vocabulary (pulse, pitch - high/low, dynamics - loud/quiet) to label and record their compositions.</p> <ul style="list-style-type: none"> <li>• Suggesting and implementing improvements to their own work, using musical vocabulary</li> </ul>	<p>transposition, inversion, and looping (motifs/Romans).</p> <ul style="list-style-type: none"> <li>• Creating a piece of music with at least two different layers and a clear structure (Blues and Romans unit).</li> <li>• Using letter name, graphic and rhythmic notation and key musical vocabulary (motifs, tempo, chords, dynamics - crescendo, decrescendo, tempo - allegro and adagio) to label and record their compositions. (Romans unit)</li> <li>• Suggesting improvements to others work, using musical vocabulary (see above for vocabulary)</li> </ul>	<ul style="list-style-type: none"> <li>• Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music (tempo, pitch, dynamics, structure) to add musical interest.</li> <li>• Using staff notation to record rhythms (crotchets and quavers) and melodies (treble clef). (Rivers unit)</li> <li>• Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. (In addition to those in Yrs 3 &amp; 4: fortissimo, pianissimo, time signatures)</li> <li>• Suggesting and demonstrating improvements to own and others' work.</li> </ul>	<p>(Leavers Song unit)</p> <ul style="list-style-type: none"> <li>• Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. (Writing &amp; performing a song and Film music)</li> <li>• Recording own composition using appropriate forms of notation and/or technology (graphic score - Film music, staff notation - Writing &amp; performing a song).</li> <li>• Constructively critique their own and others' work, using musical vocabulary. (In addition to those in Yrs 3,4 &amp; 5: mezzo-forte, mezzo-piano, accelerando, rallentando)</li> </ul>
--	--	---	--	---	---



## Music

Notation	<ul style="list-style-type: none"> <li>Recognising how graphic notation can represent created sounds.</li> <li>Exploring and inventing own symbols.</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Using <b>letter name and rhythmic notation (graphic or staff)</b>, and key musical vocabulary (pulse, pitch - high/low, dynamics - loud/quiet) to label and record their compositions. (Pentatonic - letter names &amp; Indian - letter names)</li> <li>Performing from <b>basic staff notation</b>, incorporating rhythm and pitch and be able to <b>identify these symbols using musical terminology</b>. B, A, G, E, D, F, Extension: C (high), D (high) - Recorder unit</li> </ul>	<ul style="list-style-type: none"> <li>Using <b>letter name, graphic and rhythmic notation</b> to label and record their compositions. (Romans unit)</li> <li>Performing with accuracy from reading graphic and simple staff notation. (Romans and Blues)</li> </ul>	<ul style="list-style-type: none"> <li>Using <b>staff notation</b> to record rhythms (crotchets and quavers) and melodies (treble clef C3 to C4). (Saxophone/Clarinet and Rivers unit)</li> <li>Performing with accuracy and fluency from graphic and simple staff notation. (Saxophone/Clarinet unit and Rock &amp; Roll)</li> </ul>	<ul style="list-style-type: none"> <li>Recording own composition using <b>appropriate forms of notation</b>. (e.g. graphic score - Film music, staff notation - Egyptians unit).</li> <li>Performing with accuracy and fluency from reading graphic (Film Music) and staff notation (WW2 unit) and from their own notation (Egyptian unit).</li> </ul>
<p>Listening - appraising</p> <p>Present in all units of work and weekly singing assemblies</p>	<ul style="list-style-type: none"> <li>Recognising timbre changes and structural features in music they listen to.</li> <li>Listening to &amp; recognising instrumentation</li> <li>Beginning to use musical vocabulary to describe music.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian classical, Chinese).</li> <li>Understanding that music from different parts of the world, and different times, have different features.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising the use and development of motifs in music. (Romans unit)</li> <li>Identifying gradual dynamic and tempo changes within a piece of music</li> <li>Recognising and discussing the stylistic features of different genres, styles and traditions</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary, and explaining how these have developed over time (Saxophone/Clarinet, Dance Remix and Rock &amp; Roll).</li> </ul>	<ul style="list-style-type: none"> <li>Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (singing assemblies)</li> </ul>

## Music

	<ul style="list-style-type: none"> <li>Identifying melodies that move in steps.</li> <li>Listening to and repeating a short, simple melody by ear.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and explaining the changes within a piece of music using musical vocabulary (tempo, dynamics and instrumentation).</li> <li>Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. (Pentatonic scale)</li> <li>Beginning to show an awareness of metre (beats in a bar).</li> <li>Recognising and beginning to discuss changes within a piece of music.</li> </ul>	<p>of music using musical vocabulary (Romans, Mountains and Blues).</p> <ul style="list-style-type: none"> <li>Identifying common features between different genres, styles and traditions of music. (all units and singing assemblies)</li> <li>Recognising, naming and explaining the effect of the interrelated dimensions of music. (pitch, tempo, dynamics, structure, texture, timbre, duration)</li> <li>Identifying scaled dynamics (crescendo/decrecendo) within a piece of music.</li> <li>Using musical vocabulary to discuss the purpose of a piece of music. (see composing section)</li> </ul>	<ul style="list-style-type: none"> <li>Comparing, discussing and evaluating music using detailed musical vocabulary. (including naming of individual instruments and their families; see composing section)</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (film music).</li> <li>Identifying the way that features of a song can complement one another to create a coherent overall effect (Composing &amp; performing a song, end of year production and singing assemblies)</li> <li>Use musical vocabulary correctly when describing and evaluating the features of a piece of music. (see composing section)</li> <li>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds (all units and singing assemblies)</li> </ul>
--	---	---	--	--	--



## Music

Listening - aural recollection	<ul style="list-style-type: none"> <li>Suggesting improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> </ul>	<ul style="list-style-type: none"> <li>Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</li> </ul>
<p>History of Music</p> <p>As well as in some units of work, this will also be taught in singing assemblies (see singing assembly schedule)</p>	<ul style="list-style-type: none"> <li>KS2 only</li> </ul>	<ul style="list-style-type: none"> <li>Understanding that music from different times, have different features.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and discussing the stylistic features of different traditions of music using musical vocabulary (Blues and singing assemblies).</li> <li>Identifying common features between different traditions of music.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising and confidently discussing the stylistic features of different traditions of music using musical vocabulary, and explaining how these have developed over time (Saxophone/Clarinet, Dance Remix and Rock &amp; Roll).</li> </ul>	<ul style="list-style-type: none"> <li>Discussing musical eras in content, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</li> </ul>

Inter-related dimensions of music:

- Pitch
- Tempo
- Dynamics
- Structure
- Texture
- Timbre
- Duration