



HORNCastle PRIMARY SCHOOL

Subject Progression – Music

Purpose and Aims	<p>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 listen with discrimination. We aim to ensure that all pupils: perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the words of the great composers and musicians; learn to sing and 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 and understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notation.</p>		
Curriculum Drivers	Community	Creative Thinking	Confident and Resilient Learners
	<ul style="list-style-type: none"> • Discuss with one another how connected they are to music and songs, and how songs and styles are connected to the world. • Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. • Create, rehearse and present a holistic performance for a specific event, for an unfamiliar audience, with a detailed understanding of the musical, cultural and historical contexts. 	<ul style="list-style-type: none"> • Perform their simple composition/s, using their own choice of notes. • Improvise over a groove, responding to the beat, creating a satisfying melodic shape with varied dynamics and articulation. • Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte) and moderately quiet (mezzo piano). 	<ul style="list-style-type: none"> • Challenge themselves to play for longer periods, both as soloists and in response to others in a group. • Collect feedback from the audience and reflect on how future performances might be different. • Listen and copy rhythmic patterns made of minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.
EYFS	<p>Music has a vital part in a child's life, even before they were born. Babies begin to develop musical abilities and interests in the womb, and from then on, their musical development is nurtured by the adults around them. Children's relationship with sound and music can be thought about in three areas:</p> <ul style="list-style-type: none"> - Listening and responding - Performing and creating - Interacting and communicating with other. <p>Given the right support and opportunities, young children quickly gain a deep subconscious understanding of musical concepts and skills.</p> <p>During EYFS, children will build up a range of skills including how to explore sound, pitch and beats of music, as well as building up a repertoire of performances involving music. Children will respond to music by adding movement to both well know songs and rhymes and songs they create themselves. They will begin to experiment with a range of instruments, using them to understand what makes a good sound as well as beginning to sing simple songs, whilst adding movements to match what they are singing,</p> <p>By the end of the Foundation Stage, most children will be able to:</p> <ul style="list-style-type: none"> what they have learnt about music in original ways, thinking about uses and purposes. what they have learnt to represent their own ideas, thoughts and feelings through music. <p>Literacy – Enjoying rhymes, poems and songs together.</p> <p>Expressive Arts and Design - The development of children's artistic and cultural awareness supports their imagination and creativity. It is important that children have regular opportunities to engage with the arts, enabling them to explore and play with a wide range of media and materials. The quality and variety of what children see, hear and participate in is crucial for developing their understanding, self-expression, vocabulary and ability to communicate through the arts. The frequency, repetition and depth of their experiences are fundamental to their progress in interpreting and appreciating what they hear, respond to and observe.</p> <p>ELG: Being imaginative and Expressive Children at the expected level of development will: Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p>Reception Charanga Units of Study:</p> <p>Me! My Stories, Everyone! Our World, Big Bear Funk, Reflect, Rewind and Replay</p>		

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Focus Areas (composers / musical eras)	Christmas Production Traditional Nursery/Children's Songs Diversity: Stevie Wonder – Superstition – Focus bassline and rhythm/movement to rhythm.	End of Year Production Handel – Music for the Royal Fireworks Saint-Saen – Carnival of the Animals Noah's Ark – Rain, rain go away Diversity Performer focus: The Lion Sleeps Tonight sung by Soweto Gospel Choir Scott Joplin - Maple Leaf Rag	Diversity Composer/performer: Marvin Gaye – Ain't No Mountain High Enough Bob Marley – One Love Carole King – Singer/songwriter	Beethoven - 5th Symphony The Classical Period (1750- 1820) Diversity Performer: Evelyn Glennie – percussionist Aretha Franklin	Planets Focus= listening. Links to Romantic composers e.g. Holst) Life cycles Focus = structure. Brahms, Berio, Liszt and Monteverdi. Keeping healthy Focus = beat) Diversity Sister Rosetta Thorpe	Diversity – Performer: Nina Simone Feelin' Good The Ink Spots - Don't Get Around Much Anymore
Singing and Listening – Refer to Model Music Curriculum recommendations document for your year group (non-statutory).						
Charanga Units	My Musical Heartbeat Dance, Sing and Play! Exploring Sounds Learning to Listen Having Fun with Improvisation Let's Perform Together	Pulse, Rhythm and Pitch Playing in an Orchestra Inventing a Musical Story Recognising Different Sounds Exploring Improvisation Our Big Concert	Writing Music Down Playing in a Band Compose Using Your Imagination More Musical Styles Enjoying Improvisation Opening Night	Musical Structures Exploring Feelings When You Play Compose with Your Friends Feelings Through Music Expression and Improvisation The Show Must Go On!	Melody and Harmony in Music Sing and Play in Different Styles Composing and Chords Enjoying Musical Styles Freedom to Improvise Battle of the Bands!	Music and Technology Developing Ensemble Skills Creative Composition Musical Styles Connect Us Improvising with Confidence Farewell Tour
Performing (To perform.)	Take part in singing. Imitate changes in pitch. Make long and short sounds, using voices and instruments. Follow instructions on how and when to sing or play an instrument. Conduct using musical instructions e.g. hand signals. Rehearse and perform with an awareness of an audience.	Take part in singing, accurately following the melody. Copy simple patterns when singing or playing, keeping a steady pulse. Make and control long and short sounds, using voice and instruments. Show control when playing musical instruments so they sound as they should. Perform with others', taking instruction from the leader (start/stop, loud/soft etc). Take notice of others when I am performing. Use voices to chant, sing songs and experiment with vocal effects. Conduct using musical instructions e.g. pictorial symbols.	Sing songs in a group from memory with: - control - diction - accurate pitch (in tune) Play notes on tuned percussion instruments with care so they sound clear. Sustain a drone to accompany singing. Perform with awareness of what others are singing/playing. Maintain a simple part within a group.	Show control of voice when singing alone and as part of a group. Perform with control and awareness of others and the occasion. Sing songs in a group from memory with: - control - diction - expression - accurate pitch (in tune) Play notes on tuned percussion instruments with awareness of dynamics. Sustain a melodic ostinato (series of repeated notes) to accompany singing.	Hold a part within a round. Sing a harmony part. Sustain a drone or a melodic ostinato to accompany singing. Improvise within a group performance. Take turns to lead a group. Sings songs/play from memory or notation with confidence: - within a small group - alone Perform with an awareness of lyrical content (know what the words mean) and occasion. Play a more complex accompaniment on an instrument.	Sing or play from memory with confidence (alone). Perform solos or as part of an ensemble, displaying variety of techniques. Sing or play expressively and in tune. Hold a part in a round on my own. Sing a harmony part confidently and accurately. Perform with controlled breathing (voice) and skilful playing (instrument). Improvise a melody and rhythm within a given structure.

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Composing (To compose.)	<p>Make sounds that are very different (long and short, loud and quiet, high and low).</p> <p>Repeat short rhythmic phrases.</p> <p>Repeat short melodic phrases.</p> <p>Choose sounds that represent different things (ideas, thoughts, feelings, moods etc).</p> <p>Experiment with changing sound e.g. shake a tambourine/tap its skin.</p> <p>Record musical composition using Ipads or ICT hardware.</p>	<p>Create short rhythmic phrases.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create musical patterns e.g. loud and soft/short and long sounds.</p>	<p>Compose and perform melodies.</p> <p>Use sound to create abstract effects.</p> <p>Recognise and create repeated patterns played on a range of instruments.</p> <p>Choose, order, combine and control sounds with an awareness of their combined effect. Create accompaniments for tunes.</p> <p>Create music which reflects given intentions e.g. to convey a given mood.</p>	<p>Use digital technologies to compose, record and arrange musical compositions.</p> <p>Use sound to create abstract effects.</p> <p>Create accompaniments for tunes.</p> <p>Use drones as accompaniments.</p> <p>Choose, order, combine and control sounds to create an effect.</p> <p>Recognise and create repeated patterns with a range of instruments.</p>	<p>Create songs with verses and a chorus.</p> <p>Use a number of structures to develop my ideas (e.g. ABACA, a a1 a2)</p> <p>Use drones and melodic ostinati (based on the pentatonic scale). Demonstrate imagination and confidence in the use of sound.</p> <p>Show thoughtfulness in collecting sounds and structures to convey an idea.</p> <p>Create own musical patterns with an awareness of timbre and duration.</p>	<p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p> <p>Create musical patterns for different occasions using different musical devices.</p>
To transcribe. To follow notation.	<p>Change sounds in response to symbols displayed.</p> <p>Recognise and clap/count a simple beat in common time, 2/4 and ¾.</p>	<p>Represent sounds with symbols.</p> <p>Use symbols to represent a composition and use them to help with a performance. Understand that silence in music is known as a rest.</p> <p>Record compositions using graphic/non-standard notation.</p>	<p>Devise non-standard symbols to indicate when to play and rest.</p> <p>Know how many beats in:</p> <ul style="list-style-type: none"> - a minim - a crotchet. <p>Recognise the symbols for:</p> <ul style="list-style-type: none"> - a minim - a crotchet - a rest. 	<p>Recognise the notes EGBDF and FACE on the musical stave.</p> <p>Know how many beats in:</p> <ul style="list-style-type: none"> - a semibreve - a minim - a crotchet. <p>Recognise the symbols for:</p> <ul style="list-style-type: none"> - a semibreve - a minim - a crotchet - a rest. <p>Understand the duration of a quaver as half a beat.</p>	<p>Use a variety of musical devices:</p> <ul style="list-style-type: none"> - melody - rhythms <p>Create music which uses notations as a support for performance.</p> <p>Read the treble clef musical stave and work out the notes (EGBDF/FACE).</p> <p>Draw the treble clef at the correct position on the stave. Recognise the use of # (sharp) and b (flat) symbols.</p> <p>Know and use standard musical notation.</p> <p>Read notes and know how many beats they represent. Begin to use and understand simple time signatures.</p> <p>Extend notation to semi-quaver.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p> <p>Understand the purpose of the treble clef and begin to understand the purpose of bass clef and begin using them in transcribing compositions.</p> <p>Understand and use the # (sharp) and b (flat) symbols.</p> <p>Use and understand simple time signatures.</p> <p>Understand dotted notes, triplets and basic cross rhythms using syncopation.</p>

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To describe music.	<p>Begin to move to the beat of the music.</p> <p>Show they can hear different moods in music.</p> <p>Explore ideas and feelings about music using movement, dance and language.</p> <p>Compare music from different cultures and times.</p> <p>Know musical elements:</p> <ul style="list-style-type: none"> - Pitch (as high/low) - Tempo (as slow/fast) - silence. <p>Repeat short rhythmic and melodic patterns.</p> <p>Know that sounds can be made in different ways and described using given and invented signs and symbols.</p> <p>Recognise defined changes in sound.</p> <p>Name basic percussion instruments i.e. triangle, drum, tambourine,</p>	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p> <p>Respond to changes in music.</p> <p>Begin to recognise that music can be used to suit a purpose (e.g. to prepare for assembly).</p> <p>Explore ideas and feelings about music using musical language.</p> <p>Name instruments when listening/playing - further percussion e.g. tambour, claves</p>	<p>Describe music using these words:</p> <ul style="list-style-type: none"> - duration - timbre - pitch - beat - tempo - silence <p>Use above words to identify where music works well and how it can be improved.</p> <p>Consider how sound can be layered and its effect.</p> <p>Recognise how musical elements (e.g. duration, tempo) can be used together to compose music.</p> <p>Describe the different purposes of music:</p> <ul style="list-style-type: none"> - throughout history - in other cultures. <p>Describe how occasion affects performance.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Describe own and other's work using musical words and use this to identify strengths and weaknesses in my music.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p> <p>Talk about the tonal qualities of different musical instruments.</p> <p>Recognise how musical elements and dynamics (e.g. timbre, texture) can be used together to compose music.</p>	<p>Choose a wider range of musical vocabulary to accurately describe and appraise music.</p> <p>Begin to recognise music from different eras of music.</p> <p>Describe own music, identifying strengths and weaknesses.</p> <p>Understand how lyrics reflect cultural context and have social meaning.</p> <p>Refine and improve work.</p> <p>Learn about the components and design of key musical instruments and how they evolved.</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> - pitch - dynamics - tempo - timbre - texture - lyrics and melody - sense of occasion - expressive - solo - rounds - harmonies - accompaniments - drones - cyclic patterns - combination of musical elements - cultural context. <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Recognise music from different eras.</p> <p>Apply appraisal skills across a wider repertoire of musical compositions from across the key historical periods:</p> <ul style="list-style-type: none"> - Renaissance - Baroque - Classical - Romantic - 20th Century - Modern