

Music Curriculum Intent – Progression in Skills

Music - Primary Curriculum

Subject Intent Statement:

Music is a universal language that embodies one of the highest forms of creativity. We aim to provide our pupils with a high-quality music education which engages, and inspires them to develop a love of music and enables them to develop their talent as musicians. In turn this will increase their self-confidence, creativity and sense of achievement. As pupils progress through our schools they will develop a critical engagement with music allowing them to compose and listen with discrimination to the best in the music canon.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
--------	--------	--------	--------	--------	--------

<p>Key knowledge for the key stage</p> <ol style="list-style-type: none"> Pupils will learn to use their voices expressively and creatively by singing songs and speaking chants and rhymes from memory. Pupils will learn to play tuned and untuned instruments musically. Pupils will learn to listen with concentration and understanding to a range of high-quality live and recorded music. Pupils will be taught how to experiment with, create, select and combine sounds using inter-related dimensions 		<p>Key Knowledge for the key stage</p> <ol style="list-style-type: none"> Pupils will learn to play and perform in solo and ensemble contexts. They will learn to use their voices and play musical instruments with increasing accuracy, fluency, control and expression. They will learn to improvise and compose music for a range of purposes using the inter-related dimensions of music (rhythm, pulse, tempo, dynamics, pitch, texture and timbre) They will learn to listen with attention to detail and recall sounds with increasing aural memory They will learn to use and understand staff and other musical notations They will appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians They will learn about the history of music. 			
--	--	--	--	--	--

Key Skills for Year 1	Key Skills for Year 2	Key Skills for Year 3	Key Skills for Year 4	Key Skills for Year 5	Key Skills for Year 6
<p>Subject specific <u>Use of voice expressively and creatively</u></p> <ul style="list-style-type: none"> Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse (tempo), high and low (pitch) to create different effects. Sing back short melodies <p><u>Play tuned and untuned instruments</u></p> <ul style="list-style-type: none"> Play percussion instruments showing an awareness of others. Repeat simple beats and rhythms. Learn to play sounds linking with symbols. Understand how to play an instrument with care and attention. 	<p>Subject specific <u>Use of voice expressively and creatively</u></p> <ul style="list-style-type: none"> Sing with a sense of the shape of a melody. To improvise in making sounds with the voice. Perform songs using creativity and expression to an audience Sing in phrases <p><u>Play tuned and untuned instruments</u></p> <ul style="list-style-type: none"> Perform simple patterns and accompaniments keeping to a steady pulse. Recognise and explore how sounds can be organised. Respond to starting points that have been given Understand how to control playing a musical instrument so that they sound, as they should. 	<p>Subject specific <u>Play and Perform</u></p> <ul style="list-style-type: none"> Sing in tune. Perform simple melodic and rhythmic parts. Improvise repeated rhythmic patterns. Beginning to understand the importance of pronouncing the words in a song well. Perform with growing confidence. <p><u>Improvise and compose music</u></p> <ul style="list-style-type: none"> Carefully choose sounds to achieve an effect. Order my sounds to help create an effect. Create short musical patterns with long and short sequences and rhythmic phrases. 	<p>Subject specific <u>Play and Perform</u></p> <ul style="list-style-type: none"> Sing in tune with awareness of others. Perform simple melodic and rhythmic parts with awareness of others. Improvise more complex repeated patterns Sing simple songs from memory Maintain a simple part within a group. Perform with control and awareness of what others in the group are singing or playing. <p><u>Improvise and compose music</u></p> <ul style="list-style-type: none"> Improvise music that combines several layers of sound. Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. 	<p>Subject specific <u>Play and Perform</u></p> <ul style="list-style-type: none"> Perform using a melodic instrument as a soloist Perform more complex melodic and rhythmic parts with awareness of others. Improvise melodic patterns Understand the importance of pronouncing the words in a song well. Play notes on instruments with care so they sound clear. Sing more complex songs from memory Start showing an awareness of musical elements within performances. <p><u>Improvise and compose music</u></p> <ul style="list-style-type: none"> Awareness of the effect of several layers of sound. Compose and perform melodies and songs – including using ICT. Create accompaniments for tunes. Carefully choose order, combine and control sounds with awareness of their combined effect. 	<p>Subject specific <u>Play and Perform</u></p> <ul style="list-style-type: none"> Sing as a soloist Layer ostinato patterns to create a complex rhythm Perform whilst demonstrating understanding of the main musical element Take the leading role in a performance either as a soloist or a conductor Improvise rhythmic and melodic phrases with awareness of other performers <p><u>Improvise and compose music</u></p> <ul style="list-style-type: none"> Improvise within a set structure Compose within a more complex structure Compose and perform melodies and songs. Use stave notation to write down composition

<p><u>Listen with concentration and understanding</u></p> <ul style="list-style-type: none"> Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.). Reflect on music and say how it makes people feel, act and move. Respond to different composers and discuss different genres of music. <p><u>Experiment with, create, select and combine sounds</u></p> <ul style="list-style-type: none"> Create a sequence of long and short sounds with help, including clapping longer rhythms. Investigate making sounds that are very different (loud and quiet, high and low etc.). Explore own ideas and change as desired. 	<p><u>Listen with concentration and understanding</u></p> <ul style="list-style-type: none"> Notice how music can be used to create different moods and effects and to communicate ideas. Listen and understand how to improve own composition. Sort composers into different genres and instruments into different types. <p><u>Experiment with, create, select and combine sounds</u></p> <ul style="list-style-type: none"> Choose carefully and order sounds in a beginning, middle and end. Use sounds to achieve an effect. (including use of ICT) Create short musical patterns. Investigate long and short sounds Explore changes in pitch to communicate an idea. 	<p><u>Listen with attention to detail and recall sounds</u></p> <ul style="list-style-type: none"> Notice and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians. <p><u>Use and understand staff and other musical notation.</u></p> <ul style="list-style-type: none"> Begin to recognise that symbols/graphics can be used to create sounds Perform from graphic notation <p><u>Appreciate and understand a wide range of live and recorded music.</u></p> <ul style="list-style-type: none"> Begin to recognise and identify instruments being played. Comment on likes and dislikes. Recognise how musical elements can be used together to compose music. <p><u>Develop an understanding of the history of music</u></p> <ul style="list-style-type: none"> Learn to distinguish between music from different eras and cultures through listening to a wide variety of music. 	<p><u>Listen with attention to detail and recall sounds</u></p> <ul style="list-style-type: none"> To comment on musicians, use of technique to create effect. Use musical vocabulary to describe a wide range of musical extracts <p><u>Use and understand staff and other musical notation.</u></p> <ul style="list-style-type: none"> Learn to write graphic notation. Learn to read rhythms (tea, coffee etc) and recognise the symbols visually. <p><u>Appreciate and understand a wide range of live and recorded music.</u></p> <ul style="list-style-type: none"> Begin to recognise and identify instruments, numbers of instruments and voices being played. Compare music and express growing tastes in music. Explain how musical elements can be used together to compose music. <p><u>Develop an understanding of the history of music</u></p> <ul style="list-style-type: none"> Understand that the sense of occasion affects the performance. Start to different purposes of music throughout history and in other cultures. 	<p><u>Listen with attention to detail and recall sounds</u></p> <ul style="list-style-type: none"> Notice, analyse and explore the way sounds can be combined and used expressively. Recognise well defined changes in sound <p><u>Use and understand staff and other musical notation.</u></p> <ul style="list-style-type: none"> Use staff and musical notation when composing music. Know how many beats in a minim, crotchet and semibreve linking symbols to rhythms Know the symbol for a rest in music, and use silence for effect in my music <p><u>Appreciate and understand a wide range of live and recorded music.</u></p> <ul style="list-style-type: none"> Recognise and identify instruments and numbers of instruments and voices being played. Experience a wide range of music from history both live and recorded. Use key vocabulary to describe a range of live and recorded music. <p><u>Develop an understanding of the history of music</u></p> <ul style="list-style-type: none"> Identify elements of music within a range of music from the past. Describe the different purposes of music throughout history and in other cultures. 	<p><u>Listen with attention to detail and recall sounds</u></p> <ul style="list-style-type: none"> Recognise less defined changes in sound Listen with attention for an extended period of time Use more complex musical terminology to describe music <p><u>Use and understand staff and other musical notation.</u></p> <ul style="list-style-type: none"> Learn to read treble clef notes including middle C, D and top G When composing write down using simple notation Use notation symbols to represent rests <p><u>Appreciate and understand a wide range of live and recorded music.</u></p> <ul style="list-style-type: none"> Be able to comment on a range of music from different eras and cultures expressing my likes and dislikes as well as giving detailed reasons for my answers Listen to a wide range of music from different cultures and eras. <p><u>Develop an understanding of the history of music</u></p> <ul style="list-style-type: none"> Find similarities and differences in the work of a great composer/musician from history. Express opinions about music from the past.
---	--	--	--	--	--

<p>Key Vocabulary:</p> <p>Sound, voice, loud, quiet, dynamics, high, low, pitch, rhythm, beat, composer, sing, chant, instrument (names of tuned and untuned percussion using)</p>	<p>Key Vocabulary:</p> <p>Melody, expression, pattern, accompany, mood, composition, symbol, note, improvise,</p>	<p>Key Vocabulary:</p> <p>Tune, melodic, rhythmic phrase, performance, beats, string, woodwind, brass, percussion, graphic score</p>	<p>Key Vocabulary:</p> <p>Orchestra, band, style, genre, accompaniment, staff, musical notation, silence, effect, articulation, rhythm, ensemble</p>	<p>Key Vocabulary:</p> <p>Cyclic Patterns/Ostinato, Call and response, texture, Composing and performing, timbre, minim, crotchet semibreve, round, solo</p>	<p>Key Vocabulary:</p> <p>Monophonic, Polyphonic, homophonic, sonata, symphony</p>
---	--	---	---	---	---

Musical vocabulary should be introduced at an early age to support a pupil's development throughout their musical journey and should be revisited constantly.

t