

Skills Progression: Music

National Curriculum aims & purpose:

Music is a universal language that embodies one of the highest forms of creativity. 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 to listen with discrimination to the best in the musical canon.

Aims

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school

We believe that music is an incredibly powerful form of communication that can shape the way we feel, think and act. Quality music teaching helps the body and the mind work together. Exposing children to music during early development helps them to learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. We believe that every child should have the opportunity to discover their musical potential and we aim to nurture and encourage musical development across the school.

Our curriculum (which is built around the Kapow Music School programme) ensures that our children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. This broad diet of works, covering everything from baroque to Adele, develops an understanding, appreciation and respect for all types of music and the range of emotions and meanings that it can convey.

We also believe in the importance of performance, both to give value to music learning and to provide experiences that our children would not otherwise have access to. We therefore take part in a wide range of music projects (such as concerts, performances at the Truro Cathedral and museum), as well as producing ambitious, high quality school concerts involving every member of Years 1-6.

Links to learning in EYFS:

Expressive Arts & Design - Exploring & Using Media

- Begin to build a repertoire of songs and dances.
- Explore the different sounds of instruments.
- Sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts & Design - Being Imaginative

- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
- Create movement in response to music.

Links to other subjects / curriculum areas:

- Phonics - listening carefully to sounds, describing what can be heard and exploring rhyme.
- English - summarising, analysing and inferring meaning from a text (in this case the lyrics to a song); writing in response to a musical stimulus.
- PE - moving in response to music in dance and gymnastics, and using this to explore the feeling and meaning of a piece.
- Geography (and possibly history or French) - exploring the culture, context and time in which a song was written. This might well include songs from a particular country that is being studied.
- Science - investigating sound, the way it is made, the way it travels and the science of pitch and volume.
- Maths - using songs and rhymes to learn tables and recall number facts.

Experiences every child should have:

- Sing on stage to a (large) audience, both through school productions and projects such as Christmas with the Loveny male voice choir.
- Learn to play a musical instrument over an extended period of time, and be given opportunities to develop this further if desired.
- Create and perform songs using a variety of instruments and technology.
- Perform a large-scale musical with peers, using microphones, staging, costume etc to produce a high quality production.
- Visit large venues (eg. concert theatres) and see professional musicians perform.
- Meet professional composers and musicians and talk to them about how they construct new works, learn new instruments, rehearse and perform.

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Opportunities to develop and use Learning Powers in our curriculum

Curiosity

- Questioning
- Risk taking
- Exploring
- Challenging

Independence

- Resourceful
- Imaginative
- Confident
- Responsible

Empathy

- Concern
- Honesty
- Understanding
- Forgiveness

Perseverance

- Concentration
- Determination
- Resilience
- Ambition

Reflectiveness

- Planning
- Reviewing
- Evaluating
- Revising

Cooperation

- Listening
- Collaboration
- Imitation
- Respect

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| Skills Progression: Music | | | | | |
|---------------------------|---|--|---|---------|---|
| Year group | Playing & Performing | Creating & Composing | Listening & Understanding | History | Units to be taught (Kapow Music) |
| Year 1 | <ul style="list-style-type: none">Using their voices expressively to speak and chant.Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.Copying back short rhythmic and melodic phrases on percussion instruments.Responding to simple musical instructions such as tempo anddynamic changes as part of a class performance.Performing from graphic notation. | <ul style="list-style-type: none">Combining instrumental and vocal sounds within a given structure.Creating simple melodies using a few notes.Choosing dynamics, tempo and timbre for a piece of music.Creating a simple graphic score to represent a composition.Beginning to make improvements to their work as suggested by the teacher. | <ul style="list-style-type: none">Recognising and understanding the difference between pulse and rhythm.Understanding that different types of sounds are called timbres.Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.Describing the differences between two pieces of music. Expressing a basic opinion about music (like/dislike).Listening to and repeating short, simple rhythmic patterns.Listening and responding to other performers by playing as part of a group. | | <ul style="list-style-type: none">Autumn A - <i>Fairy Tales</i>Autumn B - <i>Superheroes</i>Spring A - <i>By the Sea</i>Spring B - <i>Animals</i>Summer 1 - <i>Under the Sea</i>Summer 2 - <i>All About Me</i> |
| Year 2 | <ul style="list-style-type: none">Use voices expressively and creatively.Sing with the sense of shape of the melodyCreate and choose sounds for a specific effect.Perform rhythmical patterns and accompaniments, keeping a steady pulseThink about others while performing | <ul style="list-style-type: none">Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.Successfully combining and layering several instrumental and vocal patterns within a given structure.Creating simple melodies from five or more notes.*Choosing appropriate dynamics, tempo and timbre for a piece of music.Using letter name and graphic notation to represent the details of their composition.Beginning to suggest improvements to their own work. | <ul style="list-style-type: none">Recognising timbre changes in music they listen to.Recognising structural features in music they *listen to.Listening to and recognising instrumentation.*Beginning to use musical vocabulary to describe music.Identifying melodies that move in steps.Listening to and repeating a short, simple melody by ear.Suggesting improvements to their own and others' work. | | <ul style="list-style-type: none">Autumn A - <i>Myths and Legends</i>Autumn B - <i>On this Island</i>Spring A - <i>Space</i>Spring B - <i>Traditional Western Stories</i>Summer A - <i>Space</i>Summer B - <i>Musical Me</i> |

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| Year 3 | <ul style="list-style-type: none"> Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance. Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology. | <ul style="list-style-type: none"> Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing). Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions. *Suggesting and implementing improvements to their own work, using musical vocabulary. | <ul style="list-style-type: none"> Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz). Understanding that music from different parts of the world has different features. Recognising and explaining the changes within a piece of music using musical vocabulary. Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement. Begin to show awareness of metre. Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. | <p>Understanding that music from different times has different features. (Also part of the Listening strand)</p> | <ul style="list-style-type: none"> Autumn - <i>The Vikings</i> Spring - <i>Chinese New Year</i> Spring - <i>Mountains</i> Summer - <i>India</i> |
| Year 4 | <ul style="list-style-type: none"> Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency. | <ul style="list-style-type: none"> Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions. Suggesting improvements to others' work, using musical vocabulary. | <ul style="list-style-type: none"> Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll). Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work. | <ul style="list-style-type: none"> Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (Also part of the Listening strand) | <ul style="list-style-type: none"> Autumn - <i>Romans</i> Spring 1 - <i>Hanami Festival</i> Spring 2 - <i>Rivers</i> Summer 1 - <i>South America</i> Summer 2 - <i>Rainforest</i> |

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| Year 5 | <ul style="list-style-type: none"> Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. *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. Performing with accuracy and fluency from graphic and simple staff notation. Playing a simple chord progression with accuracy and fluency. | <ul style="list-style-type: none"> Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama). Improvising coherently within a given style. Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. Using staff notation to record rhythms and melodies. Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence. Suggesting and demonstrating improvements to own and others' work. | <ul style="list-style-type: none"> Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.). Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary. Comparing, discussing and evaluating music using detailed musical vocabulary. Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work. | <ul style="list-style-type: none"> Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time. (Also part of the Listening strand) | <ul style="list-style-type: none"> Autumn - <i>Holi Festival</i> Spring - <i>Ancient Egypt</i> Summer - <i>Musical Theatre</i> |
| Year 6 | <ul style="list-style-type: none"> Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. 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. Performing a solo or taking a leadership role within a performance. Performing with accuracy and fluency from graphic and staff notation and from their own notation. Performing by following a conductor's cues and directions. | <ul style="list-style-type: none"> Improvising coherently and creatively within a given style, incorporating given features. Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within given structure. Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. Recording own composition using appropriate forms of notation and/or technology and incorporating. | <ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music). Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary. Identifying the way that features of a song can complement one another to create a coherent overall effect. Use musical vocabulary correctly when describing and evaluating the features of a piece of music. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work. | <ul style="list-style-type: none"> Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. (Also part of the Listening strand) | <ul style="list-style-type: none"> Autumn - <i>Coast Fingal's Cave</i> Spring - <i>Pop Art</i> Spring 2 - <i>You've Got A Friend</i> Summer - <i>Songs of World War 2</i> |