

MUSIC : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

Aims and Rationale

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. (National Curriculum.)

Our music teaching is designed in such a way that all pupils have the opportunity to perform, compose, listen to and understand music. It is vital that there are opportunities provided for active music making in music lessons. Music can be very easily linked to a huge variety of topics and our curriculum is designed in a way to facilitate this. Simply, music can be ‘worked in’ naturally’ and ‘organically’. It needn’t always be, “This is a music lesson.” Singing and listening are two of the most obvious and simplest ways to do this: providing children with vast opportunities to perform and to listen to a wide range of music. Music must be inclusive for all and our curriculum ensures this. “Culture should be an essential part of every child’s education, both in and out of school.” (The Culture White Paper, March 2016.)

“The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions (including the works of the great composers and musicians)
- learn to sing and use their voices
- 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)
- 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.”

(National Curriculum.)

We have planned to ensure that our music lessons and wider musical experiences embody these aims and they are at the heart of music education within our schools.

Topics/Themes/Texts: (To be decided by individual schools)	The key things we want children to know/be able to do
FOUNDATION	
<p>Performing:</p> <p>Whole class singing.</p> <p>Sing simple songs and nursery rhymes.</p> <p>Sing in tune within a limited pitch range, and perform with a sense of pulse- Christmas production, weekly singing sessions as a whole school, learn songs related to areas of learning.</p> <p>Move to music.</p> <p>Be able to keep a steady pulse to a variety of different musical styles and different tempos.</p> <p>Understand rhythm in relation to syllables. Demonstrate this using simple words.</p> <p>Composing:</p> <p>Use sound-making within areas of provision to explore sound.</p> <p>Create rhythms individually and then put them together in a full class ensemble.</p> <p>Listening and Understanding:</p> <p>Listen and move appropriately to a variety of live and recorded music- Composer of the Month.</p>	<p>Performing:</p> <ul style="list-style-type: none"> ● Pitch match with melodic shape ● Sing entire songs e.g nursery rhymes and Christmas songs ● Perform in a group and some students may perform solo ● Move to the sound of instruments and move in time to the pulse ● Combining movement and singing eg marching and singing or tapping a drum and singing ● Play instruments with expression and follow direction (eg fast, slow, loud, quiet, stopping and starting together) ● Keep a steady pulse when playing, moving or singing ● Tap rhythms to accompany words (syllabic) <p>Composing:</p> <ul style="list-style-type: none"> ● Create music based on a theme (eg sound scaping) ● Find and record sounds ● Create rhythms using instruments and body percussio <p>Listening and Understanding:</p> <ul style="list-style-type: none"> ● Listen to a variety of music from different genres and periods ● Describe changes in music and compare pieces of music (eg fast, slow) ● Associate genres of music with characters and stories

<p>Identify basic characteristics from different genres of music.</p> <p>Be able to say why they like or dislike pieces of music.</p> <p>Use basic descriptive words to describe what they hear.</p> <p>Resources Charanga-https://charanga.com/site/ Music Express Musical Contexts BBC Schools Radio https://www.bbc.com/teach/school-radio/primary-school-songs-space-the-planets-and-apollo-11/z4mfpg8 Youtube</p>	<ul style="list-style-type: none"> Name the instruments they see and play in the classroom
<p>YEAR 1</p>	
<p>Topics/Themes/Texts: (To be decided by individual schools)</p>	<p>The key things we want children to know/be able to do</p>
<p>Performing:</p> <p>Sing in tune within a limited pitch range, and perform with a good sense of pulse- Christmas production, weekly singing sessions as a whole school, learn songs related to the topic.</p> <p>Understand rhythm in relation to syllables. Demonstrate this using a combination of words.</p> <p>Move to music.</p> <p>Be able to keep a steady pulse to a variety of different musical styles and different tempos.</p>	<p>Performing:</p> <ul style="list-style-type: none"> Sing entire songs e.g nursery rhymes and christmas songs with increasing pitch accuracy Use voices with increasing expression and creativity Perform in a group and some students may perform solo Play tuned and untuned instruments (eg chime bars or hand bells)

Whole class singing.

Composing:

Begin to understand that we can write musical cues to help others understand how high, low, soft or loud to play- as part of weekly lessons using Music Express and Charanga.

Use sound-making within areas of provision to explore sound.

Create rhythms individually and then put them together in small and full class ensembles.

Listening and Understanding:

Listen and move appropriately to a variety of live and recorded music- Composer of the Month.

Understand how different instruments sound when we make up musical passages that they play together- as part of weekly lessons using Music Express and Charanga.

Use descriptive words to describe what they hear.

Be able to say why they like or dislike pieces of music and describe why.

Begin to introduce basic subject specific terminology, beginning to link to the 'Elements of music. (pitch, dynamics, tempo, instrumentation, texture, rhythm and timbre.)

Resources

Charanga-<https://charanga.com/site/>
Music Express

Composing:

- Experiment with, create, select and combine sounds using some simple musical elements

Listening and Understanding:

- Listen with concentration and talk about a range of live and recorded music from a variety of genres
- Describe changes in music and compare pieces of music (eg fast, slow, high, low, loud and quiet)
- Associate genres of music with topic work
- Identify a range of instruments they see and play in the classroom

<p>Musical Contexts BBC Schools Radio https://www.bbc.com/teach/school-radio/primary-school-songs-space-the-planets-and-apollo-11/z4mfpg8 Youtube</p>	
<p>YEAR 2</p>	
<p>Topics/Themes/Texts: (To be decided by individual schools)</p>	<p>The key things we want children to know/be able to do</p>
<p>Performing:</p> <p>Perform using dynamics. Whole class singing. Round singing. Move to music. Be able to keep a steady pulse to a variety of different musical styles and different tempos. Understand and repeat simple rhythms. Can create their own simple rhythms.</p> <p>Composing:</p> <p>Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations. Understand the effect of combining instruments and use rules to make up our own music.</p> <p>Listening and Understanding:</p>	<p>Performing:</p> <ul style="list-style-type: none"> ● Sing entire songs e.g nursery rhymes and christmas songs with increasing pitch accuracy ● Sing in rounds (eg London’s Burning, Frere Jaques) ● Use voices with expression and creativity ● Perform in a group and some students may perform solo ● Play tuned and untuned instruments musically, with a sense of pulse (eg chime bars or hand bells) <p>Composing:</p> <ul style="list-style-type: none"> ● Experiment with, create, select and combine sounds using some simple musical elements <p>Listening and Understanding:</p>

<p>Listen and move appropriately to a variety of live and recorded music-Composer of the Month.</p> <p>Listen to music with an increased understanding of pitch and basic structure.</p> <p>Understand how the development of cues and symbols help others to interpret how loud, soft, high, low, fast or slow we want them to play.</p> <p>Use basic musical terminology to describe what they hear.</p> <p>Be able to say why they like or dislike pieces of music and describe why using basic musical terms.</p> <p>Begin to use subject specific terminology, making more links to the 'Elements of Music.' (pitch, dynamics, tempo, instrumentation, texture, rhythm and timbre.)</p> <p>Resources Charanga-https://charanga.com/site/ Music Express Musical Contexts BBC Schools Radio https://www.bbc.com/teach/school-radio/primary-school-songs-space-the-planets-and-apollo-11/z4mfpg8 Youtube</p>	<ul style="list-style-type: none"> ● Listen with concentration and understanding so children can discuss a range of live and recorded music ● Describe changes in music and compare pieces of music-using the Elements of Music (pitch, dynamics, tempo, instrumentation, texture, rhythm and timbre) ● Associate a range of genres of music with topic work ● Identify a wide range of instruments
<p>YEAR 3</p>	
<p>Topics/Themes/Texts: (To be decided by individual schools)</p>	<p>The key things we want children to know/be able to do</p>
<p>Performing:</p>	<p>Performing:</p>

Understand how to use structured note and simple note lengths whilst improvising.

Whole class singing. Round and 2 & 3 part singing.

Sing and play confidently within an appropriate vocal range with clear diction, mostly accurate tuning and appropriate tone.

Understand the concept of improvisation and be able to improvise a basic short passage.

Composing:

Use graphic notation confidently.

Interpret and use western classical stave notation to write music, using basic musical instructions, for others to play.

Listening and Understanding:

Be able to say why they like or dislike pieces of music and describe why using a range of musical vocabulary.

Use musical terminology to describe what they hear.

Listen and move appropriately to a variety of live and recorded music (Including Composer of the Month).

Communicate ideas, thoughts, feelings and musical observations giving simple justifications of reasons for responses.

- Play and perform in solo and ensemble contexts
- To be able to play notes using letter names
- Repeat rhythms accurately using clapping and instruments aurally and using suitable notation (eg pictures)
- Play and sing with confidence
- Play and sing with some expression (eg dynamics and articulation)
- Sing part songs
- Improvisation

Composing:

- Compose for a variety of purposes (eg song for church, advert jingle, soundscape, links to humanities, science Religious festivals and events.)
- Select simple rhythms and motifs to create a composition
- Compose demonstrating some knowledge of the musical elements eg pitch, tempo, dynamics, perhaps on a graphic score

Listening and Understanding:

- Learn new songs aurally through repetition
- Identify some key orchestral, pop and traditional instruments visually and aurally.
- Identify the ways the instruments are played (eg fast, slow, high, low)
- Talk about similarities and differences between pieces of music (these could be from different genres and periods)

<p>Use subject specific terminology. Understand and be able to demonstrate the 'Elements of Music' (pitch, dynamics, tempo, instrumentation, texture, rhythm and timbre.)</p> <p>Resources Charanga-https://charanga.com/site/ Music Express Musical Contexts BBC Schools Radio https://www.bbc.com/teach/school-radio/primary-school-songs-space-the-planets-and-apollo-11/z4mfpg8 Youtube</p>	
<p>YEAR 4</p>	
<p>Topics/Themes/Texts: (To be decided by individual schools)</p>	<p>The key things we want children to know/be able to do</p>
<p>Performing:</p> <p>Sing and play in tune (either ensemble or solo/duet), and perform with confidence and expression - within a class environment, weekly singing sessions as a whole school, learn songs related to the topic, parent/visitor performances.</p> <p>Whole class singing. Round and 2 & 3 part singing.</p> <p>Be able to conduct a small ensemble.</p> <p>Understand the concept of improvisation and be able to improvise a short passage rhythmically and confidently.</p> <p>Composing:</p>	<p>Performing:</p> <ul style="list-style-type: none"> ● Play and perform in solo and ensemble contexts ● Identify some notes on the stave eg G, A, B ● Play and sing with confidence ● Play and sing with some expression (eg dynamics and articulation) ● Improvisation ● Sing part of songs <p>Composing:</p>

Compose and record pieces of music in either group or solo work, using increasingly simple rhythms and various musical elements.

Use a range of musical influences to compose.

Understand the concept of 4 beats in a bar and how this is notated.

Listening and Understanding:

Listen appropriately to a variety of live and recorded music from a variety of genres (related also to Composer of the Month), identifying key features.

Use subject specific terminology. Understand and be able to confidently demonstrate the 'Elements of Music' (pitch, dynamics, tempo, instrumentation, texture, rhythm and timbre.)

Be able to say why they like or dislike pieces of music and describe why using a range of musical vocabulary.

Use musical terminology to describe what they hear.

Have a basic understanding of tonality.

Resources

Charanga-<https://charanga.com/site/>

Music Express

Musical Contexts

BBC Schools Radio <https://www.bbc.com/teach/school-radio/primary-school-songs-space-the-planets-and-apollo-11/z4mfpg8>

- Compose for a variety of purposes (eg song for church, advert jingle, soundscape, links to humanities, science, Religious festivals and events.)
- Write out simple rhythms using suitable methods or notation
- Compose using the musical elements eg pitch, tempo, dynamics, perhaps on a graphic score

Listening and Understanding:

- Recall longer phrases with increasing accuracy when learning new songs
- Identify common orchestral, pop and traditional instruments visually and aurally.
- Identify the ways the instruments are played (eg fast, slow, high, low)
- Talk about similarities and differences between pieces of music (these could be from different genres and periods)

Youtube	
YEAR 5	
Topics/Themes/Texts: (To be decided by individual schools)	The key things we want children to know/be able to do
<p>Performing:</p> <p>Sing and play in tune (either ensemble or solo/duet), and perform with confidence, expression and a good sense of rhythm - within a class environment, weekly singing sessions as a whole school, learn songs related to the topic, parent/visitor performances.</p> <p>Understand the concept of improvisation and be able to improvise a short passage, vocally or instrumentally.</p> <p>Whole class singing and opportunities for solo singing.</p> <p>Able to conduct and lead small ensembles successfully.</p> <p>Composing:</p> <p>Compose and accurately record pieces of music in either group or solo work, using increasingly complex rhythms and various musical elements.</p> <p>Understand the concept of basic time signatures- 2 4 and 3 4 4 4</p> <p>Use a range of musical influences to compose.</p> <p>Have a basic understanding of treble and bass clef.</p>	<p>Performing:</p> <ul style="list-style-type: none"> ● Play and perform in solo and ensemble contexts, following traditional and non traditional notation ● Play and sing with increasing accuracy and fluency ● Play and sing with expression (eg dynamics and articulation) ● Sing part songs maintaining own part ● Improvisation <p>Composing:</p> <ul style="list-style-type: none"> ● Compose for a variety of purposes (eg song for church, advert jingle, soundscape, links to humanities, the arts, science, Religious festivals and events) ● Write more complex rhythms using staff notation (eg 4 bar rhythm) ● Place notes accurately on the staff ● Compose using the musical elements eg pitch, tempo, dynamics

<p>Listening and Understanding:</p> <p>Listen appropriately to a variety of live and recorded music from a wide variety of genres (related also to Composer of the Month), identifying key features. Compare and contrast when listening to different genres and show an understanding of key characteristics from each genre.</p> <p>Use the 'Elements of Music' in composing, listening, practical and appraising work.</p> <p>Have a basic understanding of tonality and be able to distinguish between major and minor keys.</p> <p>Resources Charanga-https://charanga.com/site/ Music Express Musical Contexts Young Voices BBC Schools Radio https://www.bbc.com/teach/school-radio/primary-school-songs-space-the-planets-and-apollo-11/z4mfpg8 Youtube</p>	<p>Listening and Understanding:</p> <ul style="list-style-type: none"> ● Recall sounds with increasing aural memory to facilitate learning more complex rhythmic pieces and songs ● Identify common orchestral, pop and traditional instruments visually and aurally. ● Identify the ways the instruments are played (eg fast, slow, high, low) using musical vocabulary and linking to the elements of music (dynamics, tempo etc) ● Recognise features which identify key genres of music (eg orchestral classical, pop music, African Music)
<p>YEAR 6</p>	
<p>Topics/Themes/Texts: (To be decided by individual schools)</p>	<p>The key things we want children to know/be able to do</p>
<p>Performing:</p> <p>Able to conduct and lead small ensembles and class ensembles successfully.</p>	<p>Performing:</p> <ul style="list-style-type: none"> ● Play and perform in solo and ensemble contexts, following traditional and non traditional notation ● Play and sing with accuracy and fluency

Understand the concept of improvisation and be able to improvise a passage, vocally or instrumentally successfully.

Whole class singing 2/3 and 4 part singing. Solo singing.

Understand melody and harmony and be able to sing/play a melody and an accompanying part, realising the importance of the parts and how they work together.

Composing:

Use a wide range of musical influences to compose.

Have an understanding of treble and bass clef.

Able to compose to a specific set brief.

Create a successful composition using a simple range of musical devices to build and enhance musical ideas (such as drone, sequence, call & response).

Understand notation: rhythmic and melodic.

Be able to successfully transcribe simple rhythmic and melodic passages.

Secure knowledge and use of basic time signatures- 2 4 and 3
4 4 4

Listening and Understanding:

Secure knowledge of dotted notes and able to use them in their own composition work.

- Play and sing with expression (eg dynamics and articulation)
- Sing in 2 part harmony
- Improvisation

Composing:

- Compose for a variety of purposes (eg song for church, advert jingle, soundscape, links to humanities, the arts, science, Religious festivals and events)
- Write simple melodies using staff notation (4 bars G-D)
- Compose with reflective use of the musical elements eg pitch, tempo, dynamics

Listening and Understanding:

- Recall sounds with increasing aural memory to facilitate learning more complex rhythmic pieces and songs
- Identify orchestral, pop and traditional instruments visually and aurally.

Listen and discriminate between a wide variety of different music. Musical language is used when appraising. Compare and contrast when listening to different genres and show a secure understanding of key characteristics from each genre.

Have a basic understanding of tonality and be able to confidently distinguish between major and minor keys.

Use the 'Elements of Music' in composing, listening, practical and appraising work.

Resources

Charanga-<https://charanga.com/site/>

Music Express

Musical Contexts

Youtube

- Discriminate between the ways the instruments are played (eg fast, slow, high, low) using musical vocabulary and linking to the elements of music (dynamics, tempo etc)
- Recognise features which identify key genres of music (eg orchestral classical, pop music, African Music)