

Firs Primary School Subject Curriculum and Progression

Music

| | Early Years | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------------|--|---|--------|--|--------|--------|--------|
| National Curriculum | <p>Expressive Arts and Design ELG (Being Imaginative and Expressive ELG)</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> • 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>Key Stage 1 Pupils should be taught to:</p> <ul style="list-style-type: none"> • use their voices expressively and creatively by singing songs and speaking chants and rhymes • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the inter-related dimensions of music. | | <p>Key Stage 2</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • improvise and compose music for a range of purposes using the inter-related dimensions of music • listen with attention to detail and recall sounds with increasing aural memory • use and understand staff and other musical notations • appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • develop an understanding of the history of music | | | |

A1 - Me
A2 - My stories
Sp 1 - Everyone
Sp 2 - Our world

- Listening and responding to different styles of music
- Embedding foundations of the interrelated dimensions of music
- Learning to sing or sing along with nursery rhymes and action songs
- Improvising leading to playing classroom instruments
- Share and perform the learning that has taken place

Su 1 - Big Bear Funk

- Listening and appraising Funk music
- Embedding foundations of the interrelated dimensions of music using voices and instruments
- Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs
- Playing instruments within the song
- Improvisation using voices and instruments
- Riff-based composition
- Share and perform the learning that has taken place

Su 2 - Reflect Rewind and Replay

- Listening and appraising Funk music
- Embedding foundations of the interrelated dimensions of music using voices and instruments
- Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs
- Playing instruments within the song
- Improvisation using voices and instruments.
- Revisit Nursery and action rhymes learnt previously.
- Riff-based composition
- Share and perform the learning that has taken place

Year 1/2
Moon Zoom
Ho Ho Ho

- Children will learn about the pulse of the music and to express how they feel about the music they are listening to.
- They will also clap and improvise their own rhythmic patter.
- Winter time, festivals and Christmas time. Creating a performance using music and dance.
- Children are taught to listen with concentration and understanding to a range of high quality live and recorded music
- Children are taught how to use their voice expressively and change the pitch.

Rio de Via
Round and Round

- This unit looks at different styles of music and their historical context. The children learn to appreciate music from around the world.
- During this unit the children are introduced to glockenspiels where they are given the opportunity to play on their own and with a group.

Street Detectives
I wanna play in a band

- During this unit the children will look at different styles of rock music.
- They will then move on to looking at composition and work on composing their own music using different pitched sounds.
- They are taught to experiment with, create, select and combine sounds using the inter-related dimensions of music.

Land ahoy
Your imagination

- Children are taught to listen with concentration and understanding to a range of high quality live and recorded music
- They are given the opportunity to create their own lyrics to a song and play a classroom instrument in a group/band/ensemble

Bright lights big cities
Rhythm in the way we walk

- How pulse, rhythm and pitch work together.
- Singing and rapping; children are taught how to use their voice expressively and change the pitch.

Paws, claws and whiskers
Zoo time

- This unit looks at what pulse, rhythm and pitch

Year 3 /Year 4

- Children learn how to play a violin and recorder throughout the year.
- They will learn about the importance of inter-related dimensions and how to apply them within music.
- They will begin to understand a staff and other musical notations.
- Children in Year 4 also have the opportunity to perform with the Halle Orchestra in June.

Pupils will be taught to:

- Sing and play musically with increasing confidence and control
- Develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Listen with attention to detail and recall sounds with increasing aural memory
- Develop an understanding of the history of music

Year 5/6

A child's war
Let your spirit fly

- This unit will teach the children to 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 also learn to develop an understanding of the history of music.

Hola Mexico
Glockenspiel 2

- In this unit children will learn basic instrumental skills by playing tunes in varying styles.

Revolution
Blackbird

- In this unit children will explore and explain their feelings about music using movement, dance, expressive language and musical vocabulary.
- They will learn to evaluate music.

Darwin's delights
Stop

- The children will develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Off with her head
You've got a friend

- This unit will teach the children to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- In this unit children will explore and explain their feelings about music using movement, dance, expressive language and musical vocabulary. They will also learn how to evaluate music.
- Children will compose music using staves and musical notation.
- They will also use their knowledge of glockenspiels to perform their composition.

Stargazers
Music and me

- In this unit the children will appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great female composers and musicians.
- It focuses on inspirational women working in music, and part of the Brighter sound's pioneering gender equality initiative.
- They will also listen with attention to detail and recall sounds with increasing aural memory (music from around the world.).

| | | | | |
|--|---|---|---|--|
| | | <p>are.</p> <ul style="list-style-type: none"> This looks at the structure of songs and how to create a range of sounds using the different inter-related dimensions of music. <p>Dinosaurs <i>Friendship song</i></p> <ul style="list-style-type: none"> During this unit the children will revisit composition and improvisation. They will use a range of differently pitched sounds within their composition. They are taught to experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Towers, Tunnels and Turrets <i>Reflect, Rewind and Replay.</i></p> <ul style="list-style-type: none"> During this topic the children will revisit previous learning. They will be given the opportunity to play glockenspiels and use their prior knowledge to support this. They will focus on listening to Western Classical Music and look at the language of music and different inter-related dimensions. <p><i>Throughout the units the children will learn to identify instruments in a piece of music during the listen and appraise section.</i></p> <p><i>They will also learn how to keep a steady beat, identify the pulse and features within music. Children will do this through tapping their knees during different warm up games.</i></p> <p><i>Children will be taught songs where they have to identify and change the pitch</i></p> | | <ul style="list-style-type: none"> The children will use their knowledge of composing raps to create their own rap in their own style. <p>Peasants, Princes and Pestilence <i>Fresh Prince of Bel Air</i></p> <ul style="list-style-type: none"> During this unit the children will be composing their own rap linking it to their learning in history. They will learn how to use inter-related dimensions within their composition. <p>Time traveler <i>Livin on a prayer.</i></p> <ul style="list-style-type: none"> The children will learn to 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 look at how rock music developed from the Beatles onwards. They will analyse performances as they go. Children will explore and explain their feelings about music using movement, dance, expressive language and musical vocabulary. They will also learn how to evaluate music. <p><i>Throughout the warm up games the children will revisit the inter-related dimensions. They will identify different musical features and different meters – grouping of beats in music.</i></p> <p><i>Listen and appraise activities ensure that children have the opportunity to explore and explain the feelings about music. Children will also listen with concentration and some engagement to longer pieces of instrumental and vocal music.</i></p> |
| Perform (all children have hymn practice for 30 minutes each week) | | | | |
| Key Learning (Skills) DDAT | <p>Using their voices:</p> <ul style="list-style-type: none"> Speak and chant short phases together Find their singing voice and begin to develop an awareness of pitch over a small range of notes Make changes in their voices to express different moods /feelings Co-ordinate actions to go with a song Sing short phrases or responses on their own Sing a variety of songs both accompanied and unaccompanied. <p>Using Classroom Instruments:</p> | <p>Using their voice</p> <ul style="list-style-type: none"> Children should use their voice expressively and creatively by singing songs and speaking chants and rhythms Match notes played on a chime bar to find their singing voice. Follow the shape of a melody. Sing songs matching the pitch as they do so. Recognise phrase lengths and know when to breathe with an attention to posture. Use movement to show phrases. Perform each phrase in a different way <p>Instruments</p> | <p>Using their voice</p> <ul style="list-style-type: none"> Children should use their voice expressively and creatively by singing songs and speaking chants and rhythms Use voices to create a controlled sound. Keep in time with a steady pulse. Be aware of the correct posture. Play singing and clapping games. Sing/perform rhythmically straight forward parts (minims, crotchets etc) Use graphic notation Sing with expression Sing/play confidently <p>Instruments</p> | <p>Using their voice</p> <ul style="list-style-type: none"> Children should use their voice expressively and creatively by singing songs and speaking chants and rhythms Create different vocal effects when singing and rapping Sing songs in union or two parts. Maintain their own part when singing Sing songs written in different metres-tap the pulse on the strong beats. Sing/play with confidence. Sing with controlled pitch Control breathing Recognise structures in a song. Sing a round in two parts – identify the melodic phrase and how they fit together. |

| | | | |
|---|--|---|---|
| <ul style="list-style-type: none"> • Play instruments by shaking, scraping, rattling, tapping etc • Start and stop together • Begin to develop a sense of beat, using instruments or body sounds • Respond to symbols or hand signs • Play loudly, quietly, fast, slow • Copy a simple rhythm pattern or number of beats played on an instrument. • Play along to music showing a developing awareness of the beat • Play with a sense of purpose and enjoyment. | <ul style="list-style-type: none"> • Play tuned and un-tuned instruments musically | <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expressions • Use and understand staff and other musical notation | <ul style="list-style-type: none"> • Use graphic notation. <p>Instruments</p> |
| Compose | | | |
| <p>Exploring:</p> <ul style="list-style-type: none"> • Different sounds made by the voice, hands, found objects and conventional instruments (timbre) • High and low sounds (pitch) • Long and short sounds (duration) • Loud and quiet sounds (dynamics) • Fast and slow sounds (tempo) • Begin to be aware of the effect that different sounds have to convey mood or meaning <p>Composing:</p> <ul style="list-style-type: none"> • Begin to create and manipulate different effects on a sound source or instrument • Add chosen sound effects at an appropriate moment in a story or song • Sort and name different sounds • Create a sequence of sounds | <ul style="list-style-type: none"> • experiment with, create, select and combine sounds using the inter-related dimensions of music. | <ul style="list-style-type: none"> • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notation • Combine sounds to create textures • Create sequences of sounds – musical structures which express ideas or mood using lyrics/sounds/movements-actions. • Compose sequences using notated rhythms • Join sequences together to create structures of rhythmic, descriptive or dance patterns. • Add words to melodic phrases • Compose music in pairs • Use a variety of notations including graphic score • Use staff notation as a support • Look at the music and follow each part. | <ul style="list-style-type: none"> • Create textures by combining sounds • Compose music to describe images • Create music to describe images • Develop more complex rhythmic ideas • Devise rhythmic, melodic and harmonic accompaniments • Apply music knowledge and understanding of the inter-related dimensions • Compose music for different occasions using appropriate musical features and devices (melody, rhythm, chords) • Use standard and additional methods of notation as appropriate across a range of different context. • Be aware of some of the basic major scales • Play from pitched notations (read music) • Show understanding of how music is produced. |
| Listen, developing knowledge and understanding. | | | |
| <p>Listening:</p> <ul style="list-style-type: none"> • Listen to sounds and respond by talking about them or physically with movement and dance • Recognise the sounds of the percussion instruments used in the classroom and identify and name them • Respond appropriately to a range of classroom songs, e.g. tidy up songs, circle time songs, line up songs. <p>Appraising:</p> <ul style="list-style-type: none"> • Begin to identify and describe key features or extreme contrasts within a piece of music • Begin to use musical terms (louder/quieter, faster/slower, higher/lower) | <ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high quality live and recorded music. • Recall and perform rhythmic patterns • Use instruments to copy back a rhythm • Play a chime bar • Use movement and dance to reinforce the enjoyment of music. • Respond to long and short sounds. • To talk about high middle and low sounds. • Sing back melodic phrases. • Express thoughts and feelings about music. • Identify a variety of instruments that can be heard and describe sounds. • Identify the pulse in music. • Tap knees in time with steady beat music • Sing back melodic phrases from known sounds. • Listen to different sounds in the environment. • Identify features of music. • Recognise long and short sounds and make | <ul style="list-style-type: none"> • Listen with attention to detail and internalize and recall sounds with increasing aural memory. • Learn new songs quickly from memory. • Identify rhythmic patterns, instruments and repetitions of sounds and patters. • Analyse and compare different sound qualities, instrumental, vocal, environmental/natural, synthesised. • Appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians. • Explore and explain their feelings about music using movement, dance, expressive language and musical vocabulary. • Evaluate music. • Develop an understanding of a wide range of live and recorded music from different style, genres and traditions from variety of composers and musicians | <ul style="list-style-type: none"> • Identify different musical features • Identify different meters – grouping of beats. • Appraise own work by comparing and contrasting with work of others. • Listen with concentration and some engagement to longer pieces of instrumental and vocal music. • Explore and explain their feelings about music using movement, dance, expressive language and musical vocabulary. • Evaluate music. • Identify how music reflects different intentions • Identify how music reflects time and place. • Show knowledge and understanding of how time and place can influence the way music is created, performed and hear. • Identify and explore musical devices. • Use different musical vocabulary |

| | | | | |
|----------------------------------|---|---|---|---|
| | | longer and shorter sounds with their voices. | • . | • Develop an understanding of a wide range of live and recorded music from different style, genres and traditions from variety of composers and musicians. |
| | Improvising and Experimenting | | | |
| | <ul style="list-style-type: none"> Matches music to pictures/visual resources. Describes the sound of instruments eg scratchy sound, soft sound. Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music. | <ul style="list-style-type: none"> Experiment with, create, select and combine sounds using the inter-related dimensions of music. Explore different sounds using body percussion Make various sound effects. Suggest which instruments make which sounds. Select sounds sources carefully in response to a story suggest what sounds could be added. Make own short sequence of sounds using symbols as support Make sounds and recognize how they can communicate ideas. Create a sound story. Create rhythmic patterns Make up simple dance patterns – keeping in time to the pulse and rhythm. Use voices to provide sound effects. Create long and short sounds on instruments. Find and play by ear phrases of well known songs on tuned instruments. Make up 3 notes independently Record own tunes <p>Children should</p> <ul style="list-style-type: none"> ✓ Experiment with different timbres ✓ Explore concepts of low/quite/fast/slow ✓ Explore the effect of silence ✓ Experiment and change sounds ✓ Make flash cards with symbols to help children remember the different sections of composition ✓ Experiment to improve the intended effect ✓ Give the composition a title. | <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. - recognize and explore the ways sounds can be combined and used expressively. Identify how songs are structured and accompanied. Express song meanings/lyrics using voices and instruments Identify and control different ways instruments make sounds. Improvise – devise melodic phrases – pentatonic scale. Use ICT to change and manipulate sounds. <p>Children should</p> <ul style="list-style-type: none"> ✓ Explore repeated patterns in music/art/dance ✓ Create repeated patterns and combine several layers of sound with awareness of the combined effect. | <ul style="list-style-type: none"> Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Develop musical imagination through experimenting, improvising and adapting sounds. Explore different textures of un-tuned sounds. Explore the relationship between sounds Explore different combination of vocal sounds. Recognise combinations of pitched sounds – concords and discords. Identify and play diatonic Chords Improvise-developing rhythmic and melodic material within given structures when performing. Use ICT to change and manipulate sounds. <p>Children should</p> <ul style="list-style-type: none"> ✓ Devise more complex rhythmic patterns using semi quavers and rests ✓ Improvise rhythmic patterns over a steady pulse with confidence. ✓ Fit different rhythmic patterns together and maintain own part with awareness of the pulse. |
| Vocabulary (Tier 2 and 3) | Pots, pans, paper (any found object that can create sound) Singing voice, Steady beat, high, low, loud, soft, quiet, fast, slow Duration Pitch Tempo Dynamics Timbre Structure | EYFS vocab plus... Rhythm, Pulse, Melody, Volume, Melody, Pattern, Percussion, Silence, Ostinato, Steady Beat, Listen, Drum, Cymbals, Rhythm sticks, Triangle, Chime bar, Chorus, Verse, Instrumental solo Duration Pitch Tempo Dynamics Timbre Structure | KS1 vocab plus... Steady beat Rhythm Ostinato Phrase Repetition, Quaver, Crotchet, Minim, Semi-breve, Semi-quaver, Rest, Chord, Graphic score, Structure, Ostinato, Drone, Repetition, Rest, step, Leap Phrase, melody, Pentatonic scale, Orchestra, Ensemble, Names of orchestral instruments (woodwind, brass, stringed). Name of percussion instruments. Duration Texture Tempo Pitch Dynamics Timbre | LKS2 Vocab plus... Rhythm, Phrase, Melody, Harmony, Ostinato, Metre Repetition, Scale, Accompaniment, Style, Expression Record ICT, Crescendo (getting louder), Diminuendo (getting quieter), Stave, Bar, Clef, Staccato, Legato, Forte (loud) Pianissimo (quiet), Treble clef, Harmony, Octave, Time signature, Beats, Rap Genre, Period, Romantic, Classical, Modern, Jazz, Contemporary, Pianissimo, Forte, Allegro, Minuet, Waltz, Symphony, Duration Pitch Texture Timbre Dynamic Structure Tempo |

*Words in bold are the inter-related dimensions of music.

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.

Firs Primary School.