

Breadsall CE Primary School Curriculum

Progression of knowledge and skills for:



Music

Intent

Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.

Implementation

Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.

Impact

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

Music - EYFS

Three and Four-Year-Olds	Communication and Language		• Sing a large repertoire of songs.
	Physical Development		• Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design		• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • Remember and sing entire songs. • Sing the pitch of a tone sung by another person ('pitch match'). • Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. • Create their own songs, or improvise a song around one they know. • Play instruments with increasing control to express their feelings and ideas.
Reception	Communication and Language		• Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development		• Combine different movements with ease and fluency.
	Expressive Arts and Design		• Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups.
ELG	Expressive Arts and Design	Being Imaginative and Expressive	• 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.

Key Stage 1 National Curriculum Expectations	Key Stage 2 National Curriculum Expectations
Pupils should be taught to: • 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.	Pupils should be taught to: • 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

Music: Key Stage 1				
coverage	Singing	Listening	Composing	Musicality
	<i>use their voices expressively and creatively by singing songs and speaking chants and rhymes</i>	<i>play tuned and untuned instruments musically</i>	<i>listen with concentration and understanding to a range of high-quality live and recorded music</i>	<i>experiment with, create, select and combine sounds using the interrelated dimensions of music</i>
Key Skills and Knowledge	Explore the use of the voice in different ways such as speaking, singing and chanting. Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects. Find out how to sing with expression, confidence and creativity to an audience. Sing with a sense of the shape of a melody. Represent sounds with symbols. Improvise in making sounds with the voice. Perform songs using creativity and expression and create dramatic effect	Play instruments showing an awareness of others. Repeat and investigate simple beats and rhythms. Learn to play sounds linking with symbols. Understand how to play an instrument with care and attention. 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.	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. 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.	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. 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.

Music: Lower Key Stage 2

Coverage	Performance	Composition	Listen	Notation	Appreciation	History of music
	<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>improvise and compose music for a range of purposes using the interrelated dimensions of music</i>	<i>listen with attention to detail and recall sounds with increasing aural memory</i>	<i>use and understand staff and other musical notations</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<i>develop an understanding of the history of music.</i>
Key Skills and Knowledge	Sing in tune with awareness of others Perform simple melodic and rhythmic parts. Improvise repeated patterns. Sing songs from memory with accurate pitch. Maintain a simple part within a group. Understand the importance of pronouncing the words in a song well. Show control in voice. Perform with confidence and awareness of others Play notes on instruments with care so they sound clear.	Compose music that combines musical elements. Carefully choose sounds to achieve an effect. Have an awareness of the effect of several layers of sound. Compose and perform melodies and songs. (Including using ICT). Use sound to create abstract effects. Recognise and create repeated patterns with a range of instruments. Create accompaniments for tunes. Carefully choose order, combine and control sounds with awareness of their combined effect	Notice, analyse and explore the way sounds can be combined and used expressively. Listen to different types of composers and musicians. Comment on musicians use of technique to create effect.	Learn to read music during instrument lessons. Use staff and musical notation when composing work. Know how many beats in a minim, crotchet and semibreve and recognise their symbols. Know the symbol for a rest in music, and use silence for effect in music	Begin to recognise and identify instruments being played. Comment on likes and dislikes in music. Compare music and express growing tastes in music Explain how musical elements can be used together to compose music.	Describe the different purposes of music throughout history and in other cultures. Understand that the sense of occasion affects the performance.

Music: Upper Key Stage 2

	Performance	Composition	Listen	Notation	Appreciation	History of music
Coverage	<i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i>	<i>improvise and compose music for a range of purposes using the interrelated dimensions of music</i>	<i>listen with attention to detail and recall sounds with increasing aural memory</i>	<i>use and understand staff and other musical notations</i>	<i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i>	<i>develop an understanding of the history of music.</i>
Key Skills and Knowledge	Sing or play from memory with confidence, expressively and in tune. Perform alone and in a group, displaying a variety of techniques. Perform songs in a way that reflects their meaning and the occasion. Hold a part in a round. Sing a harmony part confidently and accurately. Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). Take turns to lead a group.	Use the venue and sense of occasion to create performances that are well appreciated by the audience. Show thoughtfulness in selecting sounds and structures to convey an idea. Compose by developing ideas within musical structures. Improvise melodic and rhythmic phases as part of a group performance. Use a variety of different musical devices including melody, rhythms, and chords. Improvise within a group	Notice, comment on and compare the use of musical devices. Notice, comment on and compare the relationship between sounds. Notice, comment on, compare and explore how music reflects different intentions.	Know and use standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. Read the musical stave and work out the notes, EGBDF and FACE. Draw a treble clef at the correct position on the stave. Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence. Describe music using musical words and use this to identify strengths and weaknesses in music.	Listen to a variety of music and music styles Analyse and compare musical features choosing appropriate musical vocabulary. Explain and evaluate how musical elements, features and styles can be used together to compose music.	Understand the different cultural meanings and purposes of music, including contemporary culture. Notice and explore how music reflects time, place and culture. Use different venues and occasions to perform and listen to music

Music Overview KS1	Autumn	Spring	Summer
Cycle A Started 2019/2020	Charanga: I wanna be in a Band Nativity Peformance	Charanga: Oceans, Rivers and Seas Easter songs for KS1 Service	Charanga: Banana Rap Charanga: Animals
Cycle B Started 2020/2021	Round, Round (London's Burning) The Dragon Song Nativity Performance	In the Groove Our World Easter songs for KS1 Service	Jack & the Beanstalk Minibeasts

Music Overview LKS2	Autumn	Spring	Summer
Cycle A Started 2019/2020	Whole class music tuition Charanga: Let Your Spirit Fly	Whole class music tuition Charanga: Blackbird Charanga: The Dragon Song	Whole class music tuition Charanga: Bringing Us Together Charanga: Reflect, Rewind and Replay End of year production
Cycle B Started 2020/2021	Charanga: Mamma Mia Charanga: Glockenspiel Stage 1	Sounds of the Rainforest: Rain sticks Charanga: Stop! Charanga: Lean On Me	Charanga: Three Little Birds Charanga: Reflect, Rewind, Replay End of year production

Music Overview UKS2	Autumn	Spring	Summer
Cycle A Started 2019/2020	Music Express – At the Movies	Music Express – Journeys (PHSE link to Changes)	Music Express – Keeping Healthy End of year production
Cycle B Started 2020/2021	Music inspired by the Pyramids. 'Middle Eastern' Music. Music Express – Ancient Worlds/ Amazing Egyptians	Holst – The Planets Music Express – The Solar System	Music Express – Our Community End of year production