

Skills Progression: Music

National Curriculum aims & purpose:	School aims—skills, attitudes and knowledge that we would like all children to develop on their journey through the school
<p>Music is a universal language the 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 critical engagement with music, allowing them to compose and to listen with discrimination to the best in the musical canon.</p> <p>Aims:</p> <ul style="list-style-type: none"> • 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 instruments • Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, temp, timbre, texture, structure and appropriate musical notations. 	<p>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 the words. Dancing to the 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.</p> <p>Our curriculum (which is built around the Kapow Music Programme) ensures that our children gain a firm understanding of what music through listening and evaluating, creating sound, notation, improvising and composing and performing, playing and singing across a wide variety of historical periods, styles, traditions and musical genres. This broad diet of works, covering everything from blues to Vikings, develops an understanding, appreciation and respect for all types of music and the range of emotions and meanings that it can convey.</p> <p>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 Young Voices at the O2) as well as producing ambitious, high quality school productions involving every member of Years 1–6</p>

Links to learning in EYFS:	Links to other subjects / curriculum areas:	Experiences every child should have:
<p>Expressive Arts & Design—Exploring & Using Media</p> <ul style="list-style-type: none"> • 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 <p>Expressive Arts & Design—Being Imaginative</p> <ul style="list-style-type: none"> • 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 • Creative movement in response to music 	<ul style="list-style-type: none"> • 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 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 rhymes to learn tables and recall number facts 	<ul style="list-style-type: none"> • Sing on stage to a (large) audience, both through school productions and projects such as Young Voices. • 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 microphone staging, costume etc to produce a high quality production • Visit large venues (e.g. concert and 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.

Skills and Knowledge Progression : Music

Year group	Listening and Evaluating	Creating sound	Notation
Year 1 & 2	<ul style="list-style-type: none"> Listening with concentration to short pieces of music or excerpts from longer pieces of music. Engaging with and responding to longer pieces of music. Beginning to articulate how a piece of music affects them (e.g it makes them feel sleepy, it makes them want to dance, it makes them happy). Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience. Identifying some common instruments when listening to music. Stating what they enjoyed about their peers' performances. Appreciating music from a wide variety of cultures and historical periods. 	<ul style="list-style-type: none"> Singing simple songs, chants and rhymes from memory. Breathing at appropriate times when singing. Exploring changing their singing voice in different ways. Singing part of a given song in their head (using their 'thinking voice'). Developing an awareness of how sound is affected by the way an instrument is held. Learning to use instruments to follow the beat by first observing and then mimicking the teacher's modelling Using instruments imaginatively to create soundscapes which convey a sense of place. Using bilateral and hand-eye co-ordination to play/hold instruments using both hands. Starting to understand how to produce different sounds on pitched instruments. 	<ul style="list-style-type: none"> Reading different types of notation by moving eyes from left to right as sound occurs. To know that notation is read from left to right.
Year 3 & 4	<ul style="list-style-type: none"> Understanding that music from different parts of the world has different features. Beginning to show an awareness of metre. Recognising the use and development of motifs in music. Identifying common features between different genres, styles and traditions of music. Understanding that music from different times has different features. 		<ul style="list-style-type: none"> To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. To know that 'performance directions' are words added to music notation to tell the performers how to play
Year 5 & 6	<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). Identifying the way that features of a song can complement one another to create a coherent overall effect. Evaluating how the venue, occasion and purpose affects the way a piece of music sounds. 		<ul style="list-style-type: none"> To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note. To know that 'graphic notation' means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called 'staves'. To know that chord progressions are represented in music by Roman numerals. Using staff notation to record rhythms and melodies. Performing with accuracy and fluency from graphic and staff notation and from their own notation.

Skills and Knowledge Progression : Music

Year group	Improvising and composing	Performing, singing and playing	Units to be taught	
Year 1 & 2	<ul style="list-style-type: none"> creating sound responses to a variety of physical stimuli such as, nature, artwork and stories. Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with creating different sounds using a single instrument. Selecting objects and/or instruments to create sounds to represent a given idea or character. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character Playing and combining sounds under the direction of a leader (the teacher). Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. 	<ul style="list-style-type: none"> Offering positive feedback on others' performances Starting to maintain a steady beat throughout short singing performances Keeping head raised when singing. Keeping instruments still until their part in the performance. Standing or sitting appropriately when performing or waiting to perform. Beginning to acknowledge their own feelings around performance. Following a leader to start and end a piece appropriately 	<p>Cycle A:</p> <ul style="list-style-type: none"> Year 1: Dynamics (seaside) Year 1: Sound patterns (fairytales) Year 2: Call and response (animals) Year 1: Musical symbols (under the sea) Year 2: Contrasting dynamics (space) Year 2: Structure (myths and legends) 	<p>Cycle B:</p> <ul style="list-style-type: none"> Year 1: Keeping the pulse (my favourite things) Year 1: Tempo (snail and mouse) Year 1: pitch (superheroes) Year 2: singing (on this island) Year 2: Pitch (musical me)
Year 3 & 4	<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 using their voice. Beginning to improvise musically within a given style using an instrument. Developing melodies using rhythmic variation, transposition, inversion, and looping. Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). 	<ul style="list-style-type: none"> Offering constructive feedback on others' performances. Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. Playing syncopated rhythms with accuracy, control and fluency. Singing and playing in time with peers with accuracy and awareness of their part in the group performance 	<p>Cycle A:</p> <ul style="list-style-type: none"> Instrumental lessons unit: South Africa Year 3: Developing singing technique (Theme: Viking) Instrumental lessons unit: Caribbean Year 4: Body and turned percussion (Theme: rainforest) Year 3: Jazz Year 4: Adapting and transposing motifs (Theme: Romans) 	<p>Cycle B:</p> <ul style="list-style-type: none"> Year 3: Creating a composition in response to an animation (theme: mountains) Year 4: Rock and roll Year 3: Ballads Year 4: Haiku, music and performance (theme: Hanami festival) Year 4: Changes in pitch, tempo and dynamics (theme: rivers) Year 4: Samba and carnival sounds and instruments (theme: South America)
Year 5 & 6	<ul style="list-style-type: none"> Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments. Improvising coherently and creatively within a given style, incorporating given features. Suggesting and demonstrating improvements to own and others' work Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure 	<ul style="list-style-type: none"> Playing a simple chord progression with accuracy and fluency. Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. Performing by following a conductor's cues and directions. Performing a solo or taking a leadership role within a performance. 	<p>Cycle A:</p> <ul style="list-style-type: none"> Year 6: Film music Year 5: Composition notation (Theme: Ancient Egypt) Year 5: Musical theatre Year 6: Theme and variations (Theme: Pop Art) Year 6: Songs of World War 2 Year 6: Composing and performing a Leavers' song 	<p>Cycle B:</p> <ul style="list-style-type: none"> Year 5: Looping and remixing Year 5: Blues Year 6: Dynamics, pitch and texture (Theme: coast—Fingal's cave by Mendelssohn) Year 5: Composition to represent the festival of colour (Theme: Holi festival) Year 5: South and West Africa Year 6: Composing and performing a Leavers' song