



Curriculum Progression for Music

Curriculum Lead: Megan Edge

Link Governor: Jessica Hunt-Chambers

INTENT

Music is a universal language that embodies one of the highest forms of creativity. It is a vehicle for personal expression and it can play an important part in the personal development of our children. Music reflects the culture and society we live in, so the teaching and learning of music enables children to better understand their world. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. At Frodsham CE, we aim to provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms and to begin to make judgements about the quality of music. We are confident that our relevant, progressive, challenging and enjoyable music curriculum will meet the requirements of the national curriculum programmes of study for music.

IMPLEMENTATION

Music is delivered using the Kapow scheme though teachers can adapt the lesson plans where they feel confident. Teachers are asked to annotate the plans to show which elements they will be including and any observations they might make to inform assessment. These annotated plans should be kept in teachers' red class planning files to support monitoring.

Teachers can choose to deliver their music lessons in the way which best fits with their class timetable. This could be a lesson a week or work through a complete unit within a dedicated week. In Reception, as learning is child-initiated, music lessons, as with other foundation subjects, are not as formally timetabled as they are in KS1 and KS2. Instead, children have continued access to a range of both tuned and percussion instruments and are challenged with tasks throughout the year to develop their sense of rhythm, pitch and composition skills. In Year 5, children receive an hour's weekly instrumental tuition through Edsential First Access in place of the Kapow scheme of work.

Teachers are encouraged to record children's work where possible. For written pieces, eg, sound diaries or graphic scores, ensure these are named and dated and can be kept in a class folder. Sound and video recording should also be kept of practical music making and any end of unit performances and saved in their class planning folder on Staff Share. If possible, children should be given opportunities to perform to an audience (class mates, other classes, parents, etc).

Love each other, as God loves us.



Curriculum Progression for Music

NURSERY

2 year old children can...

- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- Sing songs regularly so that children learn the words, melody and actions off by heart.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of sound makers and instruments and play them in different ways.

3 and 4 year old children can...

- 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

Key vocabulary:

song, sing, pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, percussion, instrument, drum, tambourine, wood block, xylophone, maracas, guiro, woodblock, triangle, bells, scrape, shake, beat

RECEPTION

Children can...

- 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.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music.

Key vocabulary:

song, sing, pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, percussion, instrument, drum, tambourine, wood block, xylophone, maracas, guiro, woodblock, triangle, bells, scrape, shake, beat, pitch, melody, solo, ensemble (group), nursery rhymes

YEAR 1

Love each other, as God loves us.



Curriculum Progression for Music

Keeping the pulse <i>My Favourite Things</i>	Pitch <i>Superheroes</i>	Musical symbols <i>Under the Sea</i>
Children can... <ul style="list-style-type: none"> • Clap the rhythm of their name in time to the pulse. • Sway or tap in time to the pulse. • Sing a rhythm in time with the pulse. • Copy rhythms based on word patterns using an instrument. • Keep the pulse while playing a rhythm on an instrument. • Follow instructions during a performance. 	Children can... <ul style="list-style-type: none"> • Identify high and low notes. • Perform high and low notes. • Create and perform a two-note and three-note pattern. • Identify and perform changes in tempo. • Contribute musical ideas and cooperate within a group. • Prepare and perform a musical piece. • Demonstrate a musical understanding of tempo and pitch. • Participate in discussions about pitch and tempo. • Offer feedback to groups on their performance. • Follow instructions during a performance. 	Children can... <ul style="list-style-type: none"> • Move to reflect a character. • Create sounds to reflect a character • Move at a speed that reflects the tempo of the audio. • Respond to dynamic changes without prompting. • Demonstrate a sound pattern correctly to a pulse. • Sing and play high and low sounds. • Read symbols representing high and low sounds correctly. • Demonstrate an awareness of pitch, rhythm and dynamics within a performance and recognise the symbols representing these.
Key vocabulary: pulse singing voice speaking voice thinking voice	Key vocabulary: high low pattern performance pitch tempo	Key vocabulary: dynamics pitch rest sound pattern tempo
YEAR 2		
Call and response <i>Animals</i>	Structure <i>Myths and Legends</i>	Pitch <i>Musical Me</i>
Children can...	Children can...	Children can...

Love each other, as God loves us.



Curriculum Progression for Music

<ul style="list-style-type: none"> • Use dynamics when creating sound. • Play in time with a group. • Experiment with different sounds on the same instrument. • Clap the animal sound patterns mostly accurately. • Clap the sound patterns in time with the pulse of the backing track. • Demonstrate both a call and response. • Copy a sound pattern using an instrument. • Playing either a call and/or response role in time with another pupil. • Perform a composition. 	<ul style="list-style-type: none"> • Recognise, play and write rhythms with one beats and paired half beats. • Show a rest beat using a silent movement. • Read and follow a structure from left to right. • Add rhythms to a structure to create a beginning, middle and end. • Work well as part of a group, listening to others and respecting their ideas. • Maintain a steady beat. • Use a thinking voice to play rhythms on an instrument. 	<ul style="list-style-type: none"> • Move their eyes from left to right to read pitch patterns. • Sing high and low notes including the notes in between. • Play a pattern of high and low notes on an instrument. • Read notation from left to right. • Draw high and low sounds using dots at the top and bottom of a page, respectively. • Recognise when notes stay the same. • Recognise missing notes on a stave.
<p>Key vocabulary: call and response dynamics sound pattern</p>	<p>Key vocabulary: one-beat notes composition paired half-beat notes legend myth notation pulse rest rhythm structure tempo thinking voice</p>	<p>Key vocabulary: dot high low musical sentence notation phrase pitch pitch pattern stave</p>
YEAR 3		
Ballads	Pentatonic melodies and composition <i>Chinese New Year</i>	Instrumental lessons <i>South Africa</i>

Love each other, as God loves us.



Curriculum Progression for Music

<p>Children can...</p> <ul style="list-style-type: none"> • Identify the key features of a ballad. • Perform a ballad using actions. • Sing in time and in tune with a song and incorporate actions. • Retell a summary of an animation's story. • Write a verse with rhyming words which tell part of a story. • Perform their lyrics fluently and with actions. 	<p>Children can...</p> <ul style="list-style-type: none"> • Match their movements to the music, explaining why they chose these movements. • Accurately notate and play a pentatonic melody. • Play their part in a composition confidently. • Work as a group to perform a piece of music. 	<p>Children can...</p> <ul style="list-style-type: none"> • Correctly label all staff notation features. • Share their ideas about South African music. • Play both <i>Put on your gumboots! (tuned percussion part 1)</i> and <i>Put on your gumboots! (tuned percussion part 2)</i> patterns accurately and in time. • Play both patterns accurately and in time. • Play the rhythmic pattern and sing the tune accurately and in time. • Create and perform an eight beat rhythm pattern.
<p>Key vocabulary:</p> <p>ballad chorus compose dynamics emotions ensemble facial expressions features feelings instrumentals lyrics melody nonsense words performance phrases</p>	<p>Key vocabulary:</p> <p>accuracy crescendo control composition dynamics duration expression features fluency folk music glockenspiel grid notation harmony layered melodies letter notation</p>	<p>Key vocabulary:</p> <p>afropop bar chimes bar line crotchet dynamics glockenspiel gumboot dance harmony marimba metallophone minim ostinato rest semibreve South African jazz</p>

Love each other, as God loves us.



Curriculum Progression for Music

poem pop songs rehearse rhyme solo stanza story mountain summarize tune verse vocabulary volume	melody musical terminology notation notes octaves pentatonic melody pentatonic scale phrases scale tempo timbre untuned percussion	time signature treble clef xylophone zulu folk music
YEAR 4		
Changes in pitch, tempo and dynamics <i>Rivers</i>	Adapting and transposing motifs <i>Romans</i>	Instrumental lessons <i>Caribbean</i>
Children can... <ul style="list-style-type: none"> • Sing in tune and in harmony with others, with developing breath control. • Explain how a piece of music makes them feel with some use of musical terminology. • Perform a vocal ostinato in time. • Listen to other members of their group as they perform. • Create an ostinato and represent it on paper so that they can remember it. • Create and perform a piece with a variety of ostinatos. 	Children can... <ul style="list-style-type: none"> • Learn a new song, singing in time and in tune while following the lyrics. • Identify motifs aurally and play a repeated pattern on a tuned instrument. • Create and performing a motif, notating it with reasonable accuracy. • Transpose their motif, using sharp or flat notes where necessary and change the rhythm. • Combine different versions of a musical motif and perform as a group using musical notation. 	Children can... <ul style="list-style-type: none"> • Name some of the key features of Calypso music. Ability to sing the song accurately by the end of the lesson. • Sing the song accurately, and perform their news headline correctly in the appropriate gap. • Explain in simple terms why percussion instruments were important in Trinidad. • Play <i>What's the story? (tuned percussion part 1)</i>. • Recognise pairs of quavers on a musical score, and ability to play these in context. • Create a pentatonic improvisation using mainly one beat notes.

Love each other, as God loves us.



Curriculum Progression for Music

<p>Key vocabulary: a cappella breath control cue diction directing dynamics expression harmony line in the round layer melody mood notation opinion ostinato parts percussion rhythm staff notation texture tempo vocal ostinato</p>	<p>Key vocabulary: backing track bass line beat call and response compose crotchet dotted minim flats graphic notation in-time in-tune key key signature loop lyrics minim motif notation ostinato pitch quavers repeating patterns repetition rhythm rhythmic notation riff semibreve sharps</p>	<p>Key vocabulary: calypso griot harmony kaiso pentatonic scale steel pans syncopation</p>
-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------

Love each other, as God loves us.



Curriculum Progression for Music

	tempo transpose tuned instrument vocal warm-ups	
YEAR 5		
Whole class strings tuition provided by Edsential First Access.		
Autumn Term	Spring Term	Summer Term
<p>Children can...</p> <ul style="list-style-type: none"> Learn the names of the different parts of their instrument The names of the 4 open strings To hold the instrument correctly when it is played and in rest position To produce a solid tone To play pizzicato and arco To use the bow To play by ear and from staff notation To improvise over a simple groove using up to 3 open strings The note values of semibreves, minims, crotchets, and paired quavers An awareness of dynamics (piano, forte, crescendo, diminuendo) Basic ensemble skills, following signs and gestures from a conductor and playing together Performance discipline Take part in an end of term performance 	<p>Children can...</p> <ul style="list-style-type: none"> To use first finger across all 4 strings To use second finger across all 4 strings To switch between strings fluently using first and second finger positions To play the notes B (middle line) E (bottom line) A (ledger lines) F# (top line) First finger To play the notes F# (space) C# B (ledger line) G# (top of stave) Second finger To develop a secure bow hold To play pieces without and without notation To identify the first beat in a bar in 3/4 time To conduct beats within simple time signatures To play 'staccato' and 'legato' Take part in an end of term performance 	<p>Children can...</p> <ul style="list-style-type: none"> Use 3rd/4th finger across all 4 strings Switch between strings fluently using first, (second), third and (fourth) finger positions To play a D major scale confidently Play pieces with and without notations Read notation and understand how to play it on their instruments Identify different instruments of the orchestra and which section they belong in Learn, rehearse and perform alongside the Hallé orchestra at Bridgewater Hall Take part in an end of term performance
Key vocabulary:	Key vocabulary:	Key vocabulary:

Love each other, as God loves us.



Curriculum Progression for Music

Up bow, Down bow, Pizzicato, Arco, Peg, Scroll, Bridge, Fingerboard, Chinrest, Frog	Rosin, bow, arco, pizzicato	TBC
YEAR 6		
Dynamics, pitch and tempo <i>Fingal's Cave</i>	Baroque	Instrumental lessons <i>South America</i>
<p>Children can...</p> <ul style="list-style-type: none"> Engage in discussion about the sounds of an orchestral piece. Have a selection of varied vocabulary in response to what they hear. Change dynamics and pitch, differentiating between the two. Take the role of conductor or follow a conductor. Change texture within their group improvisation and talk about its effect. Create a graphic score to represent sounds. Follow the conductor to show changes in pitch, dynamics and texture. 	<p>Children can...</p> <ul style="list-style-type: none"> Define some key features of Baroque music, including recitative, canon, ground bass and fugue. Take part in a vocal improvisation task based on Baroque recitative. Play several parts of a canon using staff notation, with or without letter names. Compose a ground bass melodic ostinato. Notate a ground bass pattern using staff notation. Name some well-known Baroque composers and describe what musical features they were known for. Learn a fugue part by reading staff notation, with or without note names. Perform a fugue. 	<p>Children can...</p> <ul style="list-style-type: none"> Play the clave rhythm accurately. Answer the questions on the Knowledge catcher (see unit page) with appropriate support. Add letter names to the tuned percussion part 1 and play the part. Ability to add pitches to notated rhythms and perform them accurately. Sing and/or play the song confidently.
<p>Key vocabulary:</p> <p>classical characterise composition conductor depict dynamics</p>	<p>Key vocabulary:</p> <p>Baroque bass clef bass instrument canon counter melody counter-subject</p>	<p>Key vocabulary:</p> <p>bongos castanets cha-cha-cha clave guiros Latin music</p>

Love each other, as God loves us.



Curriculum Progression for Music

ensemble graphic score improvisation notation orchestra pitch texture	fugue ground bass improvise melodic ostinato melody musical structure opera ostinato part pitch polyphonic oratorio recitative a round rhythmic ostinato sharp note staff notation subject texture	percussion reggaeton rumba salsa samba shakers tango
-----------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------

Love each other, as God loves us.