







Skills & Knowledge 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 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. As pupils progress, they should develop a 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 instrument 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. 	<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 words. Dancing to 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 Charanga Music School programme) ensures that our children gain a firm understanding of what music is through listening, singing, playing, evaluating, analysing, and composing across a wide variety of historical periods, styles, traditions, and musical genres. This broad diet of works, covering everything from baroque to Adele, 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 <i>Young Voices</i> at the O2 and the <i>Hertfordshire Music Gala</i> at the Royal Albert Hall), as well as producing ambitious, high quality school productions involving every member of Years 3-6.</p>

Links to learning in EYFS / KS1:	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. Create 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 a 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 and 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 <i>Young Voices</i> and the <i>Herts Music Gala</i>. 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 microphones, staging, costume etc to produce a high quality production. Visit large venues (eg. concert 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.

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Opportunities to develop and use Learning Powers in our curriculum

<p>Claudia Curiosity</p> 	<ul style="list-style-type: none"> • Questioning • Risk taking • Exploring • Challenging
<p>Isaac Independence</p> 	<ul style="list-style-type: none"> • Resourceful • Imaginative • Confident • Responsible
<p>Eddy Empathy</p> 	<ul style="list-style-type: none"> • Concern • Honesty • Understanding • Forgiveness
<p>Polly Perseverance</p> 	<ul style="list-style-type: none"> • Concentration • Determination • Resilience • Ambition
<p>Ralph Reflectiveness</p> 	<ul style="list-style-type: none"> • Planning • Reviewing • Evaluating • Revising
<p>Chloe Cooperation</p> 	<ul style="list-style-type: none"> • Listening • Collaboration • Imitation • Respect

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Year group	Playing & Performing	Creating & Composing	Responding & Reviewing	Listening & Understanding	Units to be taught (Charanga Music)
Year 1	<ul style="list-style-type: none"> Use voices in different ways such as speaking, singing and chanting Create and choose sounds Perform simple rhythmical patterns, beginning to show an awareness of pulse. Begin to think about others when performing. 	<ul style="list-style-type: none"> Know about and experiment with sounds Recognise and explore how sounds can be organised, Identify and organise sounds using simple criteria (eg. loud, soft, high low.) 	<ul style="list-style-type: none"> Talk about how music makes you feel or want to move (eg. it makes me want to jump/sleep/shout etc.) Think about and make simple suggestions about what could make their own work better (eg. play faster or louder.) 	<ul style="list-style-type: none"> Begin to identify simple repeated patterns and follow basic musical instructions. Begin to understand that musical elements can be used to create different moods and effects. Begin to represent sounds with simple sounds including shapes and marks. Listen to short, simple pieces of music and talk about when and why they may hear it (eg. a lullaby or Wedding march.) 	<ul style="list-style-type: none"> Autumn 1 - <i>Hey You!</i> Autumn 2 - <i>Christmas Production</i> Spring 1 - <i>In The Groove</i> Spring 2 - <i>Round and Round</i> Summer 1 - <i>Your Imagination</i> Summer 2 - <i>Reflect, Rewind and Play 1</i>
Year 2	<ul style="list-style-type: none"> Use voices expressively and creatively. Sing with the sense of shape of the melody Create and choose sounds for a specific effect. Perform rhythmical patterns and accompaniments, keeping a steady pulse Think about others while performing 	<ul style="list-style-type: none"> Repeat short rhythmic and melodic patterns Begin to explore and choose and order sounds using the inter-related dimensions of music (pulse, pitch, rhythm, dynamics, tempo, timbre, texture and structure.) 	<ul style="list-style-type: none"> Respond to different moods in music and explain thinking about changes in sound. Identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. 	<ul style="list-style-type: none"> Identify and recognise repeated patterns and follow a wider range of musical instructions Understand how musical elements create different moods and effects. Confidently represent sounds with a range of symbols, shapes or marks. Listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary (eg. it's quiet and smooth so it would be good for a lullaby.) 	<ul style="list-style-type: none"> Autumn 1 - <i>Hands, Feet, Heart</i> Autumn 2 - <i>Christmas Production</i> Spring 1 - <i>I Want to Play In A Band</i> Spring 2 - <i>Zoo Time</i> Summer 1 - <i>Friendship Song</i> Summer 2 - <i>Reflect, Rewind and Play 2</i>
Year 3	<ul style="list-style-type: none"> Sing in unison, becoming aware of pitch. Perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. Consider the needs, feelings and expectations of about others while performing. 	<ul style="list-style-type: none"> Create simple rhythmical patterns that use a small range of notes. Begin to join simple layers of sound (eg. a background rhythm and a solo melody.) 	<ul style="list-style-type: none"> Explore and comment on the ways sounds can be used expressively. Comment on the effectiveness of own work, identifying and making improvements. 	<ul style="list-style-type: none"> Listen with attention and begin to recall sounds. Begin to understand how different musical elements are combined and used to create an effect. Begin to recognise simple notations to represent music, including pitch and volume. Listen to and begin to respond to music drawn from different traditions and great composers and musicians. 	<ul style="list-style-type: none"> Autumn 1 - <i>Let Your Spirit Fly</i> Autumn 2 - <i>Glockenspiel (Stage 1 Instrumental skills)</i> Spring 1 - <i>Three Little Birds</i> Spring 2 - <i>The Dragon Song</i> Summer 1 - <i>Bring Us Together</i> Summer 2 - <i>Reflect, Rewind and Play 3</i>

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Year 4	<ul style="list-style-type: none"> Sing in unison maintaining the correct pitch and using increasing expression. Play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. Consider others while performing. 	<ul style="list-style-type: none"> Create rhythmical and simple melodic patterns using an increased number of notes. Join layers of sound, thinking about musical dynamics of each layer and understanding the effect. 	<ul style="list-style-type: none"> Recognise and explore the ways sounds can be combined and used expressively and comment on this effect. Comment on the effectiveness of own work, identifying and making improvements based on its intended outcome. 	<ul style="list-style-type: none"> Listen to and recall patterns of sounds with increasing accuracy. Understand how different musical elements are combined and used expressively. Understand and begin to use established and invented musical notations to represent music. Listen to and understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. 	<ul style="list-style-type: none"> Autumn 1 - <i>Mamma Mia</i> Autumn 2 - <i>Glockenspiel (Stage 2 instrumental skills)</i> Spring 1 - <i>Stop!</i> Spring 2 - <i>Lean On Me</i> Summer 1 - <i>Let Your Spirit Fly</i> Summer 2 - <i>Reflect, Rewind and Play 4</i>
Year 5	<ul style="list-style-type: none"> Sing in unison with clear diction, controlled pitch and sense of phrase. Play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. Maintain own part and be aware how the different parts fit together. 	<ul style="list-style-type: none"> Create increasingly complicated rhythmic and melodic phrases within given structures. 	<ul style="list-style-type: none"> Describe, compare and evaluate different types of music beginning to use musical words. Comment on the success of own and others work, suggesting improvements based on intended outcomes. 	<ul style="list-style-type: none"> Listen to and recall a range of sounds and patterns of sounds confidently. Begin to identify how music can reflect different meanings. Recognise and use a range of musical notations including staff notation. Listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. 	<ul style="list-style-type: none"> Autumn 1 - <i>Livin' On a Prayer</i> Autumn 2 - <i>Jazz</i> Spring 1 - <i>Make You Feel My Love</i> Spring 2 - <i>Dancing In The Street</i> Summer 1 - <i>Fresh Prince of Bel Air</i> Summer 2 - <i>Reflect, Rewind and Replay 5</i>
Year 6	<ul style="list-style-type: none"> Sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase Play and perform with accuracy, fluency, control and expression Think about the audience when performing and how to create a specific effect. 	<ul style="list-style-type: none"> Create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. 	<ul style="list-style-type: none"> Describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music (pulse, pitch, rhythm, dynamics, tempo, timbre, texture and structure.) Evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved. 	<ul style="list-style-type: none"> Listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. Identify and explore the relationship between sounds and how music can reflect different meanings. Use and apply a range of musical notations including staff notation, to plan, revise and refine musical material. Develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. 	<ul style="list-style-type: none"> Autumn 1 - <i>Happy</i> Autumn 2 - <i>Classroom Jazz</i> Spring 1 - <i>A New Year Carol</i> Spring 2 - <i>You've Got A Friend</i> Summer 1 - <i>Reflect, Rewind and Replay 6</i> Summer 2 - <i>End-of-year Production</i>