

St Andrew's Methodist Primary School



Music Long Term Planning – Progression of Knowledge and Skills

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.
- 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, use technology appropriately and have the opportunity to progress to the next level of musical excellence.
- 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.

Our school context and culture for learning result in the following enhancers. These underpin all areas of our curriculum vision:

- **Christian vision and values underpinning the curriculum-** In music this encourages pupils to strive for excellence.
- **Behaviour and conduct of the children-** In music, this focuses on developing the pupils' capacity to persevere with difficulties.
- **Excellent relationships between all members of the school community**
- **Supportive parents who engage in school life-** Parents give full support by attending musical performances across the year.
- **Children enjoy school and feel safe-** Our music curriculum enables pupils to express their feelings and appraise music they have listened to.
- **A strong commitment to equality and diversity.** Music will help pupils understand that each individual is unique and that their personal opinions and beliefs with relation to music should be respected. Pupils will compose individual pieces of music that is personal to them.
- **Outstanding staff team who embrace change and improvement.**
- **Long record of high standards and achievement-** Music helps pupils to build foundations for effective communication, giving pupils the language skills they need to master the curriculum.
- **Safeguarding and pastoral support-** Music helps our pupils express their feelings and gives them opportunities to be still and reflective.
- **Governor expertise and support-** Musical expertise is recognised and harnessed to aid policy and curriculum development in music.
- **Senior leaders continuous evaluation of the school-** A continuous cycle of monitoring and review ensures effective music provision.
- **Strong local, national and global community partnerships-** We offer a thoughtful range of experiences that support a range of cultures. Pupils enjoy an entire range of academic, physical, spiritual, moral, social, cultural activities that enrich their lives and give them the confidence and skills for a fulfilled and happy life.
- **Enrichment opportunities, including extra-curricular activities.** Pupils are provided with a range of opportunities to explore their musical talents, through music lessons and extra-curricular clubs.

EARLY YEARS MUSIC CURRICULUM SKILLS AND PROGRESSION



	Performing, Singing and Playing	Compose and Improvise	Listen and Appraise
Nursery Autumn 1 Rhyme Time Autumn 2 Christmas singalong Spring 2- Hands and Voices Summer 1 and 2- Musical Beginnings	<ul style="list-style-type: none"> - Remember and sing entire songs. - Sing the pitch of a tune sung by another person ('Pitch Match') - Sing the melodic shape (Moving melody, such as up and down, down and up) of familiar songs. - Play instruments with increasing control to express their feelings and ideas 	<ul style="list-style-type: none"> - Create their own songs, or improvise a song around one they know. 	<ul style="list-style-type: none"> - Listen with increased attention to sounds - Respond to what they have heard, expressing their thoughts and feelings.
Reception Autumn 1 - Me! Autumn 2 - My Stories + Christmas Performance Spring 1 - Everyone! Spring 2 - Our World Summer 1 - Big Bear Funk Summer 2 - Nursery Rhymes with Instruments.	<ul style="list-style-type: none"> - Sing in a group or on their own, increasingly matching the pitch and following the melody. - 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 using actions or dance. - Perform rhymes or songs adding a simple instrumental part. To sing along with a pre-recorded song and add actions. - To sing along with the backing track. 	<ul style="list-style-type: none"> - Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> - Listen attentively, move to and talk about music, expressing their feelings and responses. - To learn that music can touch your feelings. - Watch and talk about dance and performance art, expressing their feelings and responses. - To enjoy moving to music by dancing, marching, being animals or Pop stars.

KEY STAGE 1 MUSIC CURRICULUM SKILLS AND PROGRESSION



Performing

Pupils should use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Pupils should play tuned and untuned instruments musically.

Composing

Pupils should

- experiment with, create, select and combine sounds using the inter-related dimensions of music.
- improvise and compose music for a range of purposes using the inter-related dimensions of music.

Listen and Appraise

Pupils should listen with concentration and understanding to a range of high-quality live and recorded music.

<u>Year 1</u>	Singing	Playing Instruments	Perform/Share	Improvisation	Composition	Listen and Appraise
Autumn 1 – Hey you Autumn 2 – Rhythm in the way we walk/The Banana Rap + Christmas Performance Spring 1 – In the Groove Spring 2 – Round and Round Summer 1 – Your Imagination. Summer 2 – History of Music - Contemporary - 1960-Present	Sing within a limited pitch range and begin to understand: - The importance of working together in an ensemble or as part of a group. - How important it is and why we warm up our voices. - How to join in and stop as appropriate - learn how to follow a leader/conductor. - How melody and words should be interpreted. - How to sing with good diction. - How to perform with a good sense of pulse and rhythm	Start to learn to play together in a band or ensemble. - Join in and stop as appropriate. Start to respond to simple musical cues such as starting and stopping etc. - Learn how to follow a leader/conductor. – Play and move between differentiated parts with a sound-before-symbol approach, according to ability. - Learn to play your instrument correctly and treat it with respect.	Start to perform together in an ensemble/band. - Sing, play, improvise and play back compositions as part of your ensemble/band. - Do all of this in front of an audience. - Learn about performance and building confidence. - Understand about practice. - Record your performance and learn from watching it back.	Using the differentiated improvisation challenges in the Year 1 units you will learn the fundamentals of improvisation and skills will build overtime: - Clap and improvise (simple rhythmic patterns). - Copy back. - Question and Answer. - Sing and Improvise (simple patterns). - Copy back using voices.	Begin to understand the differences between composition and improvisation. - Create your own simple melodies within the context of the song that is being learnt. Compose using one or two notes. - Record the composition in any way appropriate. - Notate music in different ways, using graphic/video, ICT. - Begin to recognise/identify the awareness of a link between shape	- The children will begin to recognise very basic style indicators and start to recognise different instruments. - Have fun finding the pulse together and start to understand what pulse is/does/means etc. - Start to use correct musical language during discussion and when describing feelings. - They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion. They will begin to recognise: - The sound of the musical instruments used. - Basic musical structure.

				<ul style="list-style-type: none">- Question and Answer using voices.- Play and Improvise (simple patterns).- Copy back using instruments.- Question and Answer using instruments.- Improvise! Take it in turns to improvise using one or two notes.	and pitch using graphic notations.	<ul style="list-style-type: none">- The purpose of the song and context within history.- How music makes them feel.- About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics.
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<u>Year 2</u>	Singing	Playing Instruments	Perform/Share	Improvisation	Composition	Listen and Appraise
Autumn 1 – Friendship Song Autumn 2 – Ho Ho Ho + Christmas Performance Spring 1 – I wanna play in a band. Spring 2 – Hands, Feet, Heart Summer 1 – Djembe Summer 2 – History of Music - Early 20th Century / Modern - 1890 - 1960	Sing within a limited pitch range and deepen their understanding of: - The importance of working together in an ensemble or as part of a group. - How important it is and why we warm up our voices. - How to join in and stop as appropriate - Learn how to follow a leader/conductor. - How melody and words should be interpreted. - How to sing with good diction. - How to perform with a good sense of pulse and rhythm.	Continue to learn to play together in a band or ensemble. - Join in and stop as appropriate and more confidently. - Continue to respond to simple musical cues such as starting and stopping. - Follow a leader/conductor. Play and move between differentiated parts with a sound-before-symbol approach, according to ability. Continue to learn to play your instrument correctly and treat it with respect.	Continue to learn how to perform together in an ensemble/band. - Sing, play, improvise and play back compositions as part of your ensemble/band. – Do all of this in front of an audience. - Learn about performance and building confidence. - Understand in more depth about practice. - Record your performance and learn from watching it back.	Using the differentiated improvisation challenges in the Year 2 units, you will deepen your knowledge of the fundamentals of improvisation and skills will continue to build overtime: - Clap and improvise (simple rhythmic patterns). - Copy back. - Question and Answer. - Sing and Improvise (simple patterns). - Copy back using voices. - Question and Answer using voices. - Play and Improvise (simple patterns). - Copy back using instruments. - Question and Answer using instruments.	Continue to explore and understand the differences between composition and improvisation. - Continue to create your own simple melodies within the context of the song that is being learnt. - Compose using one, two or three notes. - Record the composition in any way appropriate. - Notate music in different ways, using graphic/video, ICT. - Begin to recognise/identify the awareness of a link between shape and pitch using graphic notations	The children will begin to recognise very basic style indicators and start to recognise different instruments. - Styles include: South African, Rock, Reggae, Early Classical, 20th Century Contemporary Classical. - Have fun finding the pulse together and start to understand what pulse is/does/means etc. - Start to use correct musical language during discussion and when describing feelings. - They will begin to recognise: The sound of the musical instruments used. - Basic musical structure. - The purpose of the song and context within history. - How music makes them feel. - About the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, tempo, dynamics. - They will start to use correct musical language and describe how the music makes them feel through safe and respectful discussion.

				- Improvise! Take it in turns to improvise using one or two notes.		
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KEY STAGE 2 MUSIC CURRICULUM SKILLS AND PROGRESSION



	Performing - play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. - use and understand staff and other musical notations.			Composing - improvise and compose music for a range of purposes using the inter-related dimensions of music.		Listen and Appraise –listen with attention to detail and recall sounds with increasing aural memory -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
<u>Year 3</u>	Singing	Playing Instruments	Perform/Share	Improvisation	Composition	Listen and Appraise
Autumn 1 – Glockenspiel Stage 1 Autumn 2 – Bringing Us Together + Christmas Performance Spring 1 – Let your spirit fly. Spring 2 – The Dragon Song. Summer 1 – Three Little Birds Summer 2 – History of Music - Romantic - 1820-1900	Sing in tune within a limited pitch range and continue to understand: - The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. - How important it is and why we warm up our voices, posture, breathing and voice projection. - How to join in and stop as appropriate	Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate. - Continue to experience playing together in a band or ensemble. Join in and stop as appropriate. Respond to musical cues such as starting and stopping. Learn how to follow a leader/conductor. Learn	Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance. - Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence. - Do all of this in front of an audience with more	Through differentiated challenges, the children will deepen their knowledge and understanding of improvisation. - Progress through the differentiated Bronze, Silver and Gold Challenges. - Sing, Play and Copy back - clapping progressing to using instruments.	- Continue to explore and continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. - Listen to the sound of the composition as it unfolds and make decisions about it. - Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT,	The children will begin to recognise very basic style indicators and start to recognise different instruments. Styles include: RnB, Rock, Reggae, Pop, Film/Classical, Musicals, Motown, Soul, Disco, Funk, Hip Hop, Big Band Jazz. - Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc. - They will continue to recognise the sound of the musical instruments used and basic musical structure.

	<ul style="list-style-type: none"> – continue to follow a leader/conductor confidently. - How melody and words should be interpreted. - How to sing with good diction. - How to perform with a good sense of pulse and rhythm 	<p>to treat each instrument with respect and use the correct techniques to play them.</p> <ul style="list-style-type: none"> - Begin to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations if appropriate. 	<p>understanding of their needs. Learn about performance and building confidence.</p> <ul style="list-style-type: none"> - Understand about practice. - Record your performance and learn from watching it back. 	<ul style="list-style-type: none"> - Copy back a musical idea. - Play and Improvise - using instruments. - Invent a musical answer using one or two notes. - Improvise- using two notes on instruments. o Listen to each other's musical ideas. 	<p>video or with formal notation.</p> <ul style="list-style-type: none"> - Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. - Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations if appropriate. 	<ul style="list-style-type: none"> - They will continue to use correct musical language and describe how the music makes them feel through safe and respectful discussion. - The purpose of the song and context within history. - Continue to deepen their understanding of the dimensions of music and how they fit into music: pulse - a steady beat, simple rhythm patterns, pitch, texture, temp
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<u>Year 4</u>	Singing	Playing Instruments	Perform/Share	Improvisation	Composition	Listen and Appraise
Autumn 1 – Glockenspiel Stage 2 Autumn 2 – Stop! + Christmas Performance Spring 1 – Mamma Mia Spring 2 – Lean on Me. Summer 1 – Blackbird. Summer 2 – History of Music - Classical - 1750-1820	Sing in tune within a limited pitch range and continue to understand in greater depth: - The importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so. - How important it is and why we warm up our voices, posture, breathing and voice projection. - How to join in and stop as appropriate - continue to follow a leader/conductor confidently. - How melody and words should be interpreted. Try to match your performance of the song to how the music sounds ie start to think musically. - How to sing with good diction.	In greater depth: - Continue to play and move between differentiated parts with a sound-before-symbol approach, according to ability. Use the notated parts provided if appropriate. - Continue to experience playing together in a band or ensemble. - Join in and stop as appropriate. - Respond with more confidence to musical cues such as starting and stopping. - Learn how to follow a leader/conductor. - Treat each instrument with respect and use the correct techniques to play them. - Continue to recognise/identify and musically demonstrate awareness of a link between shape and pitch graphic notations. - Start to understand the basics and foundations of notations if appropriate	Continue to perform together with confidence in an ensemble/band with an increasing understanding of how to improve your performance. - Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence. - Do all of this in front of an audience with more understanding of their needs. - Learn about performance skills and building confidence. - Understand in more depth about practice and why we do it. - Record your performance and learn from watching it back	Sing, Play and Copy back - clapping progressing to using instruments. - Play and Improvise - using instruments. Invent a musical answer using one, two or three notes. - Improvise - using up to three notes on instruments. - Listen to each other's musical ideas. - To listen and copy musical ideas by ear (rhythmic or melodic). - To create musical rhythms and melodies as answers as part of a group and as a soloist. - To respect each other's musical ideas and efforts.	Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. - Listen to the sound of the composition as it unfolds and make decisions about it. - Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. - Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. - Begin to recognise and musically demonstrate awareness of a link between shape and	Continue to recognise basic style indicators and continue to recognise different instruments. - Deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: ABBA, Grime, Beatles, Gospel, Classical Romantic, Tango, Hip Hop, Early Classical Music, 20th Century Contemporary Classical Music. - Have fun finding the pulse together and deepen their understanding of what pulse is/does/means etc. - Continue to recognise the sound of the musical instruments used and basic musical structure. - The purpose of the song and context within history. - Continue to deepen understanding of the dimensions of music and how they fit into music. - Give specific reference to musical dimensions: pulse - a steady beat, simple rhythm

	- How to perform with a good sense of pulse and rhythm				pitch using graphic notations.	patterns, pitch, tempo, texture, dynamics, timbre, structure.

<u>Year 5</u>	Singing	Playing Instruments	Perform/Share	Improvisation	Composition	Listen and Appraise
Year 5 Autumn 1 – Recorders - Blown Away - Book 1 Autumn 2 – Classroom Jazz 1 + Christmas Performance Spring 1 –Livin on a Prayer. Spring 2 – Fresh Prince of Bel-air Summer 1 – Plastic Summer 2 – History of Music - Baroque - 1600-1750	Sing within an appropriate vocal range with clear diction and continue to understand: <ul style="list-style-type: none"> - The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. - How important it is and why we warm up our voices, posture, breathing and voice projection. Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. - Have a greater understanding of melody, words and their importance and how to interpret a song musically. Demonstrate musical quality and understanding of how the interrelated 	Play differentiated parts with a sound-before-symbol approach or using the notated scores. <ul style="list-style-type: none"> - Choose parts according to ability and play them musically. Progress as appropriate between the parts. - Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency, and maintaining an appropriate pulse. - Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. - Maintain an independent part in a small group. - Continue to treat each instrument with respect and use the correct techniques to play them. 	Continue to perform together in an ensemble/band with a deeper understanding of how to improve your performance musically. <ul style="list-style-type: none"> - Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy. - Do all of this in front of an audience with more understanding of their needs. - Communicate ideas, thoughts and feelings through the performance. - Understand about practice. - Record your performance and learn from watching it back. - Respond to 	Understand what musical improvisation means. Improvise and perform in solo and ensemble contexts, use quality not quantity of notes. <ul style="list-style-type: none"> - Continue to create more complex rhythms and melodies and create their own rhythmic patterns that lead to melodies. - Progress through the differentiated Bronze, Silver and Gold Challenges in Year 5. 	Continue to create your own more complex tunes and melodies within the context of the song being learnt and do this with understanding as part of a group or with your whole class. <ul style="list-style-type: none"> - Continue with a differentiated approach, composing using two notes, increasing to three notes and beyond if required. - Record the composition in any way that is appropriate - using graphic/pictorial notation, using ICT, video or with formal notation. - Musically demonstrate increased understanding and use of the interrelated dimensions of music as appropriate within this context. - Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations. 	The children will continue to recognise features of key musical styles and continue to recognise different instruments. - They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: Pop, Motown, Country, A Capella Music, 80s Rock, Funk, The Beatles, Latin, Early Classical Music, 20th Century Classical Music, Contemporary Classical Music. <ul style="list-style-type: none"> - When listening to the music, find and internalise the pulse using movement. - Listen with security and confidently recognise/identify different style indicators and different instruments and their sounds. - Use correct musical language consistently to describe the music you are listening to and your feelings towards it. - Listen, comment on and discuss with confidence, ideas together as a group.

	dimensions of music play their part.		feedback and offer positive comment.			- Discuss other dimensions of music and how they fit into the music you are listening to.
<u>Year 6</u>	Singing	Playing Instruments	Perform/Share	Improvisation	Composition	Listen and Appraise
Autumn 1 – Recorders - Blown Away - Book 2 Autumn 2 – Classroom Jazz 2 Spring 1 – Happy Spring 2 – Hip Hop/Beatboxing Summer 1 – You've Got a Friend. Summer 2 – History of Music - Renaissance - 1400-1600	Sing within an appropriate vocal range with clear diction and continue to understand: - The workings of an ensemble/choir, how everything fits together. Follow the leader/conductor and have a chance to be the leader/conductor. - How important it is and why we warm up our voices, posture, breathing and voice projection. - Sing together with confidence, with increasingly difficult melody and words, sometimes in two parts. - Have a greater understanding of melody, words and their importance and how to interpret a song musically. - Demonstrate musical quality and	With a greater depth of understanding: - Play differentiated parts with a sound-before-symbol approach or using the notated scores. Choose parts according to ability and play them musically. Progress as appropriate - Play and perform in solo and ensemble contexts, playing musical instruments with increasing accuracy, fluency and maintaining an appropriate pulse. - Demonstrate musical quality eg clear starts, ends of pieces/phrases, technical accuracy etc. Maintain an independent part in a small group. - Continue to treat each instrument	With a greater depth of understanding: - Continue to perform together in an ensemble/band with an increasing understanding of how to improve your performance musically. - Sing, play, improvise and play back compositions as part of your ensemble/band with increasing confidence, skill and accuracy. - Do all of this in front of an audience with more understanding of their needs. - Communicate ideas, thoughts and feelings through the performance.	- Deepen your understanding of what musical improvisation means. - Continue to improvise and perform confidently in solo and ensemble contexts, use quality not quantity of notes - Continue to create more complex rhythms and melodies and create their own rhythmic patterns that	Confidently create your own melodies within the context of the song that is being learnt. - Move beyond composing using two notes, increasing to three notes then five if appropriate. - Use voice, sounds, technology and instruments in creative ways. - Record the composition in any way appropriate. - Notate music in different ways, using graphic/pictorial notation, video, ICT or with formal notation if appropriate. - Continue to musically demonstrate an understanding and use of the interrelated dimensions of music as appropriate. - Recognise and musically and/or verbally demonstrate awareness of a link between shape and pitch using notations if appropriate.	Children continue to show increasing depth of knowledge and understanding. -Children will recognise style indicators with increasing knowledge and confidence and continue to recognise different instruments. - They will deepen knowledge and understanding of specific musical styles through listening to more examples of the same styles and understanding its musical structure and style indicators. Styles include: 21st Century Classical Music, Electronic Music, Turntables, Jazz, the music of Benjamin Britten, Rock music, the music of Carole King, Early Classical Music, 20th Century Contemporary Classical Music. - When listening to the music, find and internalise the pulse using movement confidently and independently. - Understand the pulse and its role as the foundation of music. - Listen with security/confidently

	understanding of how the interrelated dimensions of music play their part.	with respect and use the correct techniques to play them. - Build on understanding the basics and foundations of formal notation - an introduction.	<ul style="list-style-type: none"> - Understand about practice related to performance outcomes. - Record your performance and learn from watching it back. - Respond to feedback and offer positive comments 			<p>recognise/identify different style indicators and different instruments and their sounds.</p> <ul style="list-style-type: none"> - Use correct musical language to confidently describe the music you are listening to and your feelings towards it. - Listen, comment on and discuss with confidence, ideas together as a group. - Appropriately and confidently discuss other dimensions of music and how they fit into the music you are listening to.
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