

## Progression of Music

<b>Subject content</b>	<p>KS2 pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>• improvise and compose music for a range of purposes using the inter-related dimensions of music</li> <li>• listen with attention to detail and recall sounds with increasing aural memory</li> <li>• use and understand staff and other musical notations</li> <li>• appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>• develop an understanding of the history of music.</li> </ul>
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Our music curriculum follows the **Kapow Primary** music scheme. We carefully select the units of work to further promote our thematic curriculum. We focus on developing the skills, knowledge and understanding that children need to become confident performers, composers, and listeners. Our curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

<b>Skills</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Listening and evaluating</b>	<p>To explain their preferences for a piece of music using musical vocabulary.</p> <p>To discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>To understand that music from different parts of the world, and different times, has different features.</p> <p>To recognise and explain the changes within a piece of music using musical vocabulary.</p> <p>To describe the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>To begin to show an awareness of metre.</p> <p>To begin to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.</p>	<p>To explain their preferences for a piece of music using musical vocabulary.</p> <p>To recognise the use and development of motifs in music.</p> <p>To identify gradual dynamic and tempo changes within a piece of music.</p> <p>To identify common features between different genres, styles and traditions of music.</p> <p>To recognise, name and explain the effect of the interrelated dimensions of music.</p> <p>To identify scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>To use musical vocabulary to discuss the purpose of a piece of music.</p> <p>To recognise and discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>To use musical vocabulary when discussing improvements to their own and others' work.</p>	<p>To understand the impact music has on them and starting to articulate the reasons for this effect using musical vocabulary.</p> <p>To recognise and confidently discuss the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p>To represent the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>To compare, discuss and evaluate music using detailed musical vocabulary.</p> <p>To develop confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p> <p>To confidently discuss the stylistic features of different genres, styles and traditions of music and explain how these have developed over time.</p>	<p>To understand the impact music has on them and start to articulate the reasons for this effect using musical vocabulary.</p> <p>To discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different composers on the development of musical styles.</p> <p>To recognise and confidently discuss the stylistic features of music and relating it to other aspects of the Arts.</p> <p>To represent changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>To identify the way that features of a song can complement one another to create a coherent overall effect.</p> <p>To use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>To evaluate how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>To discuss musical eras in context, identifying how they have influenced each other, and discuss the impact of different</p>

				<p>composers on the development of musical styles.</p> <p>To confidently use detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>
<b>Notation</b>	<p>To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.</p> <p>To use letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>To perform from basic staff notation, incorporating rhythm and pitch and able to identify these symbols using musical terminology.</p>	<p>To know that 'performance directions' are words added to music notation to tell the performers how to play.</p> <p>To use letter name, graphic and rhythmic notation and musical vocabulary to label and record their compositions.</p>	<p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p> <p>To use staff notation to record rhythms and melodies.</p>	<p>To record own composition using appropriate forms of notation and/or technology and incorporate the inter-related dimensions of music.</p> <p>To perform with accuracy and fluency from graphic and staff notation and from their own notation.</p>
<b>Improvising and composing</b>	<p>To compose a piece of music in a given style with voices and instruments.</p> <p>To combine melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>To suggest and implement improvements to their own work, using musical vocabulary.</p>	<p>To compose a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>To begin to improvise musically within a given style using an instrument.</p> <p>To develop melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>To create a piece of music with at least four different layers and a clear structure.</p>	<p>To compose a detailed piece of music from a given stimulus with voices, bodies and instruments.</p> <p>To improvise coherently within a given style.</p> <p>To select, discuss and refine musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>To suggest and demonstrate improvements to own and others' work.</p>	<p>To improvise coherently and creatively within a given style, incorporating given features.</p> <p>To compose a multi-layered piece of music from a given stimulus with voices, bodies and instruments.</p> <p>To develop melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>To constructively critique their own and others work, using musical vocabulary.</p>
<b>Performing</b>	<p>To offer constructive feedback on others' performances.</p> <p>To sing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>To sing and play in time with peers, with some degree of accuracy and awareness of their part in the group performance</p>	<p>To sing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>To sing and play in time with peers with accuracy and awareness of their part in the group performance.</p> <p>To play melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p>	<p>To use musical vocabulary to offer constructive and precise feedback on others' performances.</p> <p>To sing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>To work as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p>	<p>To sing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>To work as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time and communicating with the group.</p> <p>To perform a solo or taking a leadership role within a performance.</p> <p>To perform by following a conductor's cues and directions.</p>

			To combine rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.	
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### How will we implement music in our school?

- We teach music each term through **enquiry lessons**. These are a series of progressive and differentiated lessons and provides purpose and meaning for children. Lessons include, where relevant, playing untuned and tuned instruments.
- We ensure planned music units of work are linked to enquiry and are planned by class teachers with support from **music leader**. Our children use music in their classrooms as part of their **daily life** at school to apply skills taught and enrich opportunities. E.g. days of week/number bond songs & rhymes, clapping rhythms, handwriting to music etc.
- We ensure **evidence** of music can be seen on Seesaw, class learning journey displays and on enquiry medium term planning and enquiry organisers.
- We have weekly **singing assemblies** which provide the opportunity for collective singing of seasonal songs. These include listening to a range of music (enter and leave hall), music from different cultures, religions, seasons, songs about school and periods of time and live musical performances.
- Our Y6 children produce an **annual show** involving singing, music, acting & dance.
- Our weekly French lessons have **opportunities to sing** traditional music and songs linked to France.
- We offer **music clubs** to children across the year where possible, e.g. recorders and choir.