



Progression Documents

Music

Curriculum Overview:

At Spalding St Paul's Primary School, we want all of our children to be **PROUD** of all their achievements and successes across all curriculum subjects.

Our curriculum enables children to achieve their own **PERSONAL EXCELLENCE** through a well-tailored programme designed for all to access.

Our curriculum is designed for children to show **RESPECT** for what they are learning, themselves, others, beliefs and the world around them.

Our curriculum gives children a range of **OPPORTUNITIES** to develop their knowledge, skills and understanding.

Our curriculum is **UNIQUELY** designed to incorporate our diverse school, our community and the world we live in.

Our curriculum enables children to **DISCOVER** key skills and knowledge to help them become lifelong learners.

Intent	Implementation	Impact
<p>Early years Foundation Stage: In EYFS the framework is organised across 7 areas of learning rather than subject areas. As part of this document we have planned how the skills taught across EYFS feed into the national curriculum and which statements from the 2020 Development Matters are prerequisite skills for music within the National Curriculum.</p> <p>KS1 and KS2: In KS1 and KS2 the music curriculum has been designed to cover all of the skills, knowledge and understanding as set out in the National Curriculum. The National Curriculum states that '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>To ensure that pupils develop a secure knowledge that they can build on, our music curriculum has been mapped out using our Key Concepts.</p> <p>When covering each of these strands, the content will be carefully organised by each year group through our subject overview.</p> <p>Content knowledge, vocabulary and skills will then be planned for at a greater level of detail in the Year group Frameworks.</p> <p>Music is delivered through subject specific teaching organised into blocks under a theme. Meaningful links with other subjects are made to strengthen connections and understanding for pupils.</p>	<p>The Early years Foundation Stage (EYFS) follows the 'Development Matters' in the EYFS guidance. In EYFS music is taught as part of 'Expressive art and Design' and will be seen as part of the continuous and adult lead provision across the classroom, not as a discrete subject.</p> <p>In KS1 and KS2, music is taught as a discreet subject every week to allow time to embed skills in the subject.</p> <p>The core teaching of music is through the 'Charanga' Scheme of Work and adapted to meet the needs of the learners in our school.</p> <p>All learning will start by revisiting prior knowledge. This will be scaffolded to support children to recall previous learning and make connections. Staff will model explicitly the subject-specific vocabulary, knowledge and skills relevant to the learning to allow them to integrate new knowledge into larger concepts.</p> <p>Learning will be supported through the use of knowledge organisers that provide children with scaffolding that supports them to retain new facts and vocabulary in their long-term memory. Knowledge organisers are used for pre-teaching, to support home learning and also as a part of daily review.</p>	<p>Impact is measured through regular learning walks, lesson visits, work scrutiny and pupil voice.</p> <p>Work will show that a range of topics are being covered as well as progression across each unit of work in every year group and across year groups.</p> <p>Children will be able to talk about the skills and knowledge they have acquired, through pupil voice, and will be engaged in lessons and want to find out more.</p> <p>Teachers will use Assessment for Learning to ensure all lessons are relevant and will help to plan for next steps.</p> <p>Subject coordinators will be given regular time to ensure resources are kept up to date, to monitor their subject across the school, create action plans and impact reports and to provide subject feedback to SLT as appropriate.</p>

Breadth of study

Breadth of Study EYFS:

Three and Four Year-Olds	Communication and Language	• Sing a large repertoire of songs.
	Physical Development	• Use large-muscle movements to wave flags and streamers, paint and make marks.
	Expressive Arts and Design	<ul style="list-style-type: none"> • 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.
Reception	Communication and Language	<ul style="list-style-type: none"> • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
	Physical Development	Combine different movements with ease and fluency.
	Expressive Arts and Design	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • 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.
ELG	Expressive Arts and Design	Being Imaginative and Expressive
		<ul style="list-style-type: none"> • 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.

Breadth of study Key Stage 1:

Pupils should be taught to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Make and combine sounds using the inter-related dimensions of music.

Breadth of study Key Stage 2:

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand the basics of the stave and other musical notations
- 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.

Key Concepts

Listen and appraise	Transcribe	Compose	Perform
This concept involves appreciating the features and effectiveness of musical elements.	This concept involves understanding that compositions need to be understood by others and that there are techniques and a language for communicating them.	This concept involves appreciating that music is created through a process which has a number of techniques.	This concept involves understanding that music is created to be performed.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Listen and Appraise	<p>Recognise clear changes in sounds (pitch, tempo, volume) and musical patterns</p> <p>Respond to different moods in music</p>	<p>Identify the beat of a tune.</p> <p>Recognise changes in timbre, dynamics and pitch.</p> <p>Understand how different musical elements combined can create a mood. Identify different instruments used in a piece of music</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using basic musical vocabulary to identify areas of likes and dislikes.</p> <p>Describe and compare moods in pieces of music.</p> <p>Use critique to improve work</p>	<p>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</p> <p>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</p> <p>Understand layers of sounds and discuss their effect on mood and feelings.</p> <p>Describe and compare moods in different pieces of music.</p> <p>Begin to appreciate and understand different works and composers.</p> <p>Listen to live music and evaluate impact</p> <p>Use critique to improve work</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context. <p>Describe how lyrics often reflect the cultural context of music.</p> <p>Appreciate and understand different works and composers through time.</p>	<p>Choose from a wide range of musical vocabulary to accurately describe and appraise music including:</p> <ul style="list-style-type: none"> pitch dynamics tempo timbre texture lyrics and melody sense of occasion expressive solo rounds harmonies accompaniments drones cyclic patterns combination of musical elements cultural context. <p>Describe how lyrics often reflect the cultural context of music and have social meaning.</p> <p>Identify features that typify the work of great composers through time</p> <p>Analyse and compare musical feature</p>
Transcribe	<p>Begin to use symbols to represent sounds</p>	<p>Use symbols to represent a composition and use them to help with a performance. Adapt symbols representing music to show changes in dynamics</p>	<p>Devise non-standard symbols to indicate when to play and rest.</p>	<p>Recognise the notes EGBDF and FACE on the musical stave.</p> <p>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read notes on the musical stave.</p> <p>Understand the purpose of the treble and bass clefs.</p> <p>Use and understand simple time signatures.</p>	<p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <p>Read and create notes on the musical stave.</p> <p>Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</p> <p>Understand and use the # (sharp) and b (flat) symbols.</p> <p>Use and understand time signatures.</p>
Compose	<p>Explore different instruments and ways of making sounds with them</p> <p>Clap rhythms.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p> <p>Begin to use technology to record sounds</p>	<p>Create a sequence of long and short sounds.</p> <p>Create a mixture of different sounds (long and short, loud and quiet, high and low).</p> <p>Choose sounds to create an effect.</p> <p>Sequence sounds to create an overall effect.</p> <p>Create short, musical patterns.</p> <p>Create short, rhythmic phrases.</p> <p>Choose and control sounds to create different moods and effects</p>	<p>Compose and perform songs.</p> <p>Use sound to create effects.</p> <p>Create patterns with a range of instruments.</p> <p>Create accompaniments for tunes.</p> <p>Choose, order, combine and control sounds to create an effect.</p> <p>Use digital technologies to compose pieces of music</p>	<p>Compose and perform melodic songs.</p> <p>Use sound to create abstract effects.</p> <p>Create repeated patterns with a range of instruments.</p> <p>Create accompaniments for tunes.</p> <p>Use drones as accompaniments.</p> <p>Choose, order, combine and control sounds to create an effect.</p> <p>Use digital technologies to compose pieces of music</p>	<p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Understand the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose and edit pieces of music.</p>	<p>Create songs with verses and a chorus.</p> <p>Create rhythmic patterns with an awareness of timbre and duration.</p> <p>Combine a variety of musical devices, including melody, rhythm and chords.</p> <p>Thoughtfully select elements for a piece in order to gain a defined effect.</p> <p>Use drones and melodic ostinati (based on the pentatonic scale).</p> <p>Convey the relationship between the lyrics and the melody.</p> <p>Use digital technologies to compose, edit and refine pieces of music.</p>
Perform	<p>Sing songs, chants and rhymes with some expression</p> <p>Experiment to create accompaniments using instruments</p> <p>Follow instructions on how and when to sing or play an instrument.</p> <p>Perform to an audience</p>	<p>Take part in singing, accurately following the melody.</p> <p>Add accompaniments to create and combine sounds using tuned and untuned instruments</p> <p>Make and control long and short sounds, using voice and instruments.</p> <p>Imitate changes in pitch.</p>	<p>Sing from memory.</p> <p>Sing in tune.</p> <p>Maintain a simple part within a group.</p> <p>Sing in a round</p> <p>Pronounce words within a song clearly.</p> <p>Show growing control of voice.</p> <p>Play notes on an instrument.</p> <p>Perform with awareness of others</p>	<p>Sing from memory with accurate pitch.</p> <p>Sing in tune.</p> <p>Maintain a part within a group.</p> <p>Sing in a round and in canon</p> <p>Pronounce words within a song clearly.</p> <p>Show control of voice.</p> <p>Play notes on an instrument with care so that they are clear.</p> <p>Perform with control and awareness of others</p>	<p>Sing or play from memory with confidence.</p> <p>Perform solos or as part of an ensemble.</p> <p>Sing or play expressively and in tune.</p> <p>Hold a part within a round.</p> <p>Sing a harmony part confidently.</p> <p>Sustain a drone to accompany singing.</p> <p>Perform with controlled breathing (voice) and skillful playing (instrument).</p>	<p>Sing or play from memory.</p> <p>Perform solos or as part of an ensemble using voices and instruments with increasing fluency, accuracy, control and expression.</p> <p>Sing or play expressively and in tune.</p> <p>Hold a part within a round.</p> <p>Sing a harmony part confidently and accurately.</p> <p>Sustain a drone or a melodic ostinato to accompany singing.</p> <p>Perform with controlled breathing (voice) and skillful playing (instrument).</p>

MUSIC OVERVIEW

	Autumn		Spring		Summer	
Year 1	<p>Title Hey You</p> <p>Style of main song Old School Hip-Hop</p> <p>Unit theme How pulse, rhythm and pitch work together.</p>	<p>Title Rhythm In The Way We Walk and The Banana Rap</p> <p>Style of main song Reggae</p> <p>Unit theme Pulse, rhythm and pitch, rapping, dancing and singing.</p>	<p>Title In the Groove</p> <p>Style of main song Blues, Baroque, Latin, Bhangra, Folk, Funk</p> <p>Unit theme How to be in the groove with different styles of music.</p>	<p>Title Round and Round</p> <p>Style of main song Bossa Nova</p> <p>Unit theme Pulse, rhythm and pitch in different styles of music.</p>	<p>Title Your Imagination</p> <p>Style of main song Pop</p> <p>Unit theme Using your imagination.</p>	<p>Title Reflect, Rewind & Replay</p> <p>Style of main song Classical</p> <p>Unit theme The music of music, look back and consolidate your learning, learn some of the language of music.</p>
Year 2	<p>Title *Friendship Song</p> <p>Style of main song Pop</p> <p>Unit theme A song about being friends</p>	<p>Title Ho, Ho, Ho</p> <p>Style of main song A song with rapping and improvising for Christmas</p> <p>Unit theme Festivals and Christmas</p>	<p>Title I Wanna Play in a Band</p> <p>Style of main song Rock</p> <p>Unit theme Playing together in a band</p>	<p>Title Zootime</p> <p>Style of main song Reggae</p> <p>Unit theme Reggae and animals</p>	<p>Title *Hands, Feet, Heart</p> <p>Style of main song Afropop, South African</p> <p>Unit theme South African music</p>	<p>Title Reflect, Rewind & Replay</p> <p>Style of main song Classical</p> <p>Unit theme The music of music, look back and consolidate your learning, learn some of the language of music</p>
Year 3	<p>Title Let Your Spirit Fly</p> <p>Style of main song RnB</p> <p>Unit theme RnB and other styles</p>	<p>Title Glockenspiel Stage 1</p> <p>Style of main song N/A</p> <p>Unit theme Exploring & developing playing skills</p>	<p>Title Three Little Birds</p> <p>Style of main song Reggae</p> <p>Unit theme Reggae and animals</p>	<p>Title The Dragon Song</p> <p>Style of main song A Pop song that tells a story</p> <p>Unit theme Music from around the world, celebrating our differences and being kind to one another</p>	<p>Title Bringing Us Together</p> <p>Style of main song Disco</p> <p>Unit theme Disco, friendship, hope and unity</p>	<p>Title Reflect, Rewind & Replay</p> <p>Style of main song Classical</p> <p>Unit theme The music of music, look back and consolidate your learning, learn some of the language of music</p>
Year 4	<p>Title Mamma Mia</p> <p>Style of main song Pop</p> <p>Unit theme ABBA's music</p>	<p>Title Glockenspiel 2</p> <p>Style of main song Mixed styles</p> <p>Unit theme Exploring and developing playing skills using the glockenspiel</p>	<p>Title Stop!</p> <p>Style of main song Grime</p> <p>Unit theme Writing lyrics linked to a theme</p>	<p>Title Lean On Me</p> <p>Style of main song Gospel</p> <p>Unit theme Soul/Gospel music and helping one another</p>	<p>Title Blackbird</p> <p>Style of main song The Beatles/Pop</p> <p>Unit theme The Beatles, equality and civil rights</p>	<p>Title Reflect, Rewind & Replay</p> <p>Style of main song Classical</p> <p>Unit theme The music of music, look back and consolidate your learning, learn some of the language of music</p>
Year 5	<p>Title Livin' On a Prayer</p> <p>Style of main song Rock</p> <p>Unit theme Rock Anthems</p>	<p>Title Classroom Jazz 1</p> <p>Style of main song Bossa Nova and Swing</p> <p>Unit theme Jazz and Improvisation</p>	<p>Title Make You Feel My Love</p> <p>Style of main song Pop Ballads</p> <p>Unit theme Pop Ballads</p>	<p>Title The Fresh Prince of Bel-Air</p> <p>Style of main song Old-School Hip-Hop</p> <p>Unit theme Old School Hip-Hop</p>	<p>Title Dancing in the Street</p> <p>Style of main song Motown</p> <p>Unit theme Motown</p>	<p>Title Reflect, Rewind & Replay</p> <p>Style of main song Classical</p> <p>Unit theme The music of music, look back and consolidate your learning, learn some of the language of music</p>
Year 6	<p>Title Happy</p> <p>Style of main song Pop/Neo Soul</p> <p>Unit theme Being happy!</p>	<p>Title Classroom Jazz 2</p> <p>Style of main song Bacharach and Blues</p> <p>Unit theme Jazz, improvisation and composition</p>	<p>Title A New Year Carol</p> <p>Style of main song Classical or Urban Gospel</p> <p>Unit theme Benjamin Britten's music and cover versions</p>	<p>Title You've Got A Friend</p> <p>Style of main song 70s Ballad/Pop</p> <p>Unit theme The music of Carole King</p>	<p>Title Music and Me</p> <p>Style of main song Create your own music inspired by your identity and women in the music industry</p>	<p>Title Reflect, Rewind & Replay</p> <p>Style of main song Classical</p> <p>Unit theme The music of music, look back and consolidate your learning, learn some of the language of music</p>

