



Progression Documents

Music

Intent	Implementation	Impact
<p>The 2014 National Curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> • Perform, listen to, review and evaluate music • Be taught to sing, create and compose music • Understand and explore how music is created, produced and communicated. <p>At Spalding St Paul's Primary School, the intention is that 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. Our intent is to develop a curiosity for the subject, as well as an understanding and acceptance of the validity and importance of all types of music, and an unbiased respect for the role that music may wish to be expressed in any person's life. We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music, in a variety of different contexts.</p>	<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>The music curriculum ensures students sing, listen, play, perform and evaluate. This is embedded in the classroom activities as well as the weekly singing assemblies, various concerts and performances and the learning of instruments.</p> <p>The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. They also learn how to compose focusing on different dimensions of music, which in turn feeds their understanding when listening, playing, or analysing music. Composing or performing using body percussion and vocal sounds is also part of the curriculum, which develops the understanding of musical elements without the added complexity of an instrument.</p>	<p>Whilst in school, children have access to a varied programme, which allows them to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection.</p> <p>Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They understand how to further develop skills less known to them, should they ever develop an interest in their lives.</p>

Breadth of study:

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.

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

