

Bream C of E Primary School

Helping all children to become caring, confident and curious young people

*'Be the best you can be; together we grow from acorns
to oaks flourishing in God's love'*

Music Curriculum Skills Progression Document

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

Intent

At Bream C of E Primary School, our music curriculum aims to instill a curiosity about and love of music. Children will be inspired and motivated by the study of music and this will play an important role in their personal development. Children will develop a greater appreciation of the world we live in, by understanding different cultures and societies through music. At Bream C of E Primary School we deliver a broad and balanced music curriculum, in line with national requirements, which enables all pupils to:

- 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 use their voices.
- Create and compose music on their own and alongside their peers.
- Have the opportunities to learn a musical instrument, use technology properly and 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.

Implementation

Music is taught discretely through an online scheme – Kapow Primary Music Theme. The units of work enable children to understand musical concepts through a holistic approach to learning, in which the individual strands below are woven together to create engaging and enriching learning experiences:

- Performing
- Listening
- Composing
- The history of music
- The inter-related dimensions of music

Each unit of work combines these strands within a cross-curricular topic designs to capture pupils' imagination and encourage them to explore music enthusiastically. Over the course of the units, children will be taught how to sing fluently and expressively, and play tuned and untuned instruments accurately and with control. They will learn to recognise and name inter-related dimensions of music – pitch, duration, tempo, timbre, structure, texture and dynamics – and use these expressively in their own improvisations and compositions.

Pupils will participate in musical activities drawn from a range of styles and traditions, developing their understanding of how music works.

Opportunities for children to participate in whole class Ensemble Music Tuition in school is purchased by the school from Gloucestershire Music and during their time at Bream C of E Primary School children are given a chance to participate in these whole class lessons.

Impact

Our music curriculum is planned so that all pupils have a good understanding of musical concepts, knowledge, skills and vocabulary that ensures they achieve age related attainment at the end of each Key Stage. Upon completion of each unit, teachers will assess children against the progression of musical concepts, knowledge and skills found in the National Curriculum for Music. Termly assessment will take place to track children's progress against age related expectations for Music. These assessments are recorded on the school tracking system 'Insight'. Through quality teaching that is engaging and fun, we help motivate all children to participate in music making, learn to play tuned and untuned percussion instruments and to sing songs from memory. From our lessons, our children learn to appreciate different musical styles and learn to appreciate music from different times and cultures. We equip our children with the necessary skills and encourage them to enjoy music. Through participation in music lessons and performances they will also become more self-confident and have a sense of achievement. This will hopefully result in a life-long love of music and they may even be inspired to learn to play an instrument or sing for pleasure.

The National Curriculum – Primary Music (EYFS, KS1 & KS2)

Purpose of study

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.

Aims

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.

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Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study

Music Subject Content

EYFS

Early Learning Goal - Expressive Arts and Design

Being Imaginative and Expressive ELG

Children at the expected level of development will:

- Invent, adapt and recount narratives and stories with peers and their teacher;
- 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.

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
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Key stage 2

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.

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

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- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff 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.

Bream C of E Primary School uses the 'Kapow Primary Music' Scheme and the following knowledge statements and skills are taken from the scheme's 'Knowledge and Skills' Documents for Year R- Year 6, which can be found on the Kapow Primary Website.

Skills Progression from Year R to Year 6

Listening						
Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
• Explore lyrics by suggesting appropriate actions. • Exploring the story behind the lyrics or music. • Listening to and following a beat using body percussion and instruments. • Listening to sounds and matching them to the object or instrument. • Listening to and repeating a simple rhythm. • Listening to and repeating simple	• Recognising and understanding the difference between pulse and rhythm. • Describing the character, mood, or 'story' of music they listen to, both verbally and through movement. • Describing the differences between two types of music. • Expressing a basic opinion about music (like/dislike). • Listening to and repeating short, simple rhythmic	• Recognising structural features in music they listen to. • Listening to and recognising instrumentations. • Identifying melodies that move in steps. • Listening to and repeating a short, simple melody by ear. • Suggesting improvements to their own and others' work.	• Understanding that music from different parts of the world has different features. • Beginning to show an awareness of metre. • Beginning to use musical vocabulary when discussing improvements to their own and others' work.	• Recognising the use and development of motifs in music. • Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. • Identifying common features between different genres, styles and traditions of music.	• Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music. • Representing the features of a piece of music using graphic notation and colours, justifying their choices. • Comparing, discussing and evaluating music using detailed musical vocabulary. • Developing confidence in using	• Discussing musical eras, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles. • Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts. • Identifying the way that features of a song can

lyrics. • Understanding that different instruments make different sounds and grouping them accordingly	patterns. • Listening and responding to other performers by playing as part of a group.				detailed musical vocabulary to discuss and evaluate their own work.	complement one another to create a coherent overall effect. • Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.
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Composing						
Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
• Playing untuned percussion 'in time' with a piece of music. • Selecting classroom objects to use as instruments. • Experimenting with body percussion and vocal sounds to respond to music. • Selecting appropriate instruments to represent action and mood. • Experimenting with playing instruments in different ways.	• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. • Combining instrumental and vocal sounds within a given structure. • Creating simple melodies using a few notes. • Creating a simple graphic score to represent a composition. • Beginning to make improvements to their work as suggested by the teacher.	• Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character. • Creating simple melodies from five or more notes. • Using letter name and graphic notation to represent the details of their composition. • Beginning to suggest improvements to their own work.	• Composing a piece of music in a given style with voices and instruments. • Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic). • Using letter name and rhythmic notation (graphic and staff), and key musical vocabulary to label and record their compositions. • Beginning to improvise musically within a given style. • Suggesting and implementing	• Composing a coherent piece of music in a given style with voices, bodies and instruments. • Beginning to improvise musically within a given style. • Developing melodies using rhythmic variation, transposition, inversion and looping. • Creating a piece of music with at least four different layers and a clear structure. • Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their	• Composing a detailed piece of music from a given stimulus with voices, bodies and instruments. • Improvising coherently within a given style. • Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest. • Using staff notation to record rhythms and melodies. • Selecting, discussing and refining musical	• Improving coherently and creatively within a given style, incorporating given features. • Composing a multi-layered piece of music from a given stimulus with voices, bodies and instruments. • Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure. • Developing

			improvements to their own work, using musical vocabulary.	compositions. • Suggesting improvements to others' work using musical vocabulary.	choices both alone and with others, using musical vocabulary with confidence. • Suggesting and demonstrating improvements to own and others' work.	melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture. • Recording own composition using appropriate forms of notation and/or technology and incorporating. • Constructively critique their own and others' work using musical vocabulary.
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Performing						
Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
• Using their voices to join in with well-known songs from memory. • Remembering and maintaining their role within a group performance. • Participating in performances to a small audience. • Stopping and starting playing at the right time.	• Using their voices to speak and chant. • Singing short songs from memory maintaining the overall shape of the melody and keeping in time. • Maintaining the pulse using hands, and tuned and untuned instruments. • Copying back short rhythmic and melodic phrases on percussion instruments	• Using their voices expressively when singing, including the use of basic dynamics (loud and quiet). • Singing short songs from memory, with melodic and rhythmic accuracy. • Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse. • Performing expressively using	• Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance. • Performing from basic staff notation, incorporating rhythm	• Singing 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. • Singing and playing in time with peers with accuracy and awareness of their part in the group performance.	• Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression. • Working 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.	• Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression. • Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group. • Performing a solo

	• Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance. • Performing from graphic notation.	dynamics and timbre to alter sounds as appropriate. • Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.	and pitch and being able to identify these symbols using musical terminology.	• Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. • Playing syncopated rhythms with accuracy, control and fluency.	• Performing with accuracy and fluency from a graphic and simple staff notation. • Playing a simple chord progression with accuracy and fluency.	or taking a leadership role within a performance. • Performing with accuracy and fluency from graphic and staff notation and from their won notation. • Performing by following a conductor's cues and directions.
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The History of Music (KS2 only)

(Also part of the Listening strand)

Yr 3	Yr 4	Yr 5	Yr 6
• Understanding that music from different times has different features.	• Recognising and discussing the stylistic features of different genres.	• Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.	• Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.

Progression of Knowledge from Year R to Year 6

The Inter-related Dimensions of Music

Pitch

Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
• To understand what 'high' and low 'notes' are.	• To understand that pitch means how high or low a note sounds. • To understand that 'tuned' instruments play more than one pitch of notes.	• To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. • To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.	• To know that the group of pitches in a song is called its 'key' and that a key decides whether a song sounds happy or sad. • To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale. • To understand that a pentatonic melody uses only the five notes C D E G A.	• To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up the down again) is common in rock and roll. • To know that a glissando in music means a sliding effect played on instruments or made by your voice. • To know that 'transposing' a melody means changing the key, making it higher or lower.	• To understand that a minor key (pitch) can be used to make music sound sad. • To understand that major chords create a bright, happy sound. • To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down. • To understand that varying effects can be created using your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	• To know that Solfa syllables represent the pitches in an octave. • To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. • To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. • To know that a melody can be adapted by changing its pitch.

The Inter-related Dimensions of Music

Duration

Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
To recognise that different sounds can be long or short.	To know that rhythm means a pattern of long and short notes.	- To know that 'duration' means how long a note, phrase or whole piece of music lasts. - To know that the long and short sounds of a spoken phrase can be represented by a rhythm.	- To know that the different notes have different durations, and that crotchets are worth one whole beat. - To know that written music tells you how long to play a note for.	- To know that combining different instruments playing different rhythms creates layers of sound called 'texture'. - To know that playing 'in time' requires playing note for the correct duration as well as at the correct speed. - To know that a motif in music can be a repeated rhythm.	- To know that 'poly-rhythms' means may different rhythms played at once. - To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.	- To understand that all types of music notation show note duration. - To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. - To rehearse and perform their part within the context of the Unit song. - To know that a quaver is worth half a beat, a crotchet one whole beat and a minim two whole beats.

The Inter-related Dimensions of Music

Dynamics

Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
• To understand that instruments can be played loudly or softly.	• To know that dynamics means how loud or soft a sound is. • To understand that sounds can be adapted to change their mood, eg through dynamics.	• To know that dynamics can change the effect a sound has on the audience.	• To know that the word 'crescendo' means a sound getting gradually louder.	• To know that changing dynamics of a musical phrase or motif can change the texture.	• To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamics or tempo of the sounds made.	• To know that a melody can be adapted by changing its dynamics.

The Inter-related Dimensions of Music

Tempo

Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
• To recognise music that is 'fast' or 'slow'. • To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	• To know that the 'pulse' is the steady beat that goes through music. • To know that tempo is the speed of music.	• To understand that the tempo of a musical phrase can be changed to achieve a different effect. • To understand that the pulse of music can change. • To know that my voice, body and instruments can show fast and slow beats.	• N/A	• To know that playing in time means all performers playing together at the same time.	• To understand that a slow tempo can be used to make music sound sad. • To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.	• To know that a melody can be adapted by changing its dynamics, pitch or tempo.

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The Inter-related Dimensions of Music

Timbre

Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
• To know that different instruments can sound like a particular character. • To recognise that voices and instruments can imitate sounds from the world around us..	• To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. • To know that my voice can create different timbres to help tell a story.	• To know that instruments can be used to create 'real-life' sound effects. • To understand an instrument can be matched to an animal noise based on its timbre.	• To understand that the timbre of instruments played affect the mood of a piece of music.	• To know that grouping instruments according to their timbre can create contrasting 'textures' in music. • To understand that both instruments and voices can create audio effects that describe something you can see.	• To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	• To know that timbre can also be thought of as 'tome colour' and can be described in many ways, eg warm or cold, rich or bright.

The Inter-related Dimensions of Music

Texture

Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
• To know that music often has more than one instrument being played at one time.	• To know that the music has layers called texture.	• To know that a graphic score can show a picture of the layers, or texture, of a piece of music.	• To know that many types of music from around the world consist of more than one layer of sound, for example a 'tala' and 'rag' in traditional Indian music.	• To know that combining different instruments and different rhythms when we compose can create layers of sound we call texture. • To understand that harmony means playing two notes at the same time which	• To understand that a chord is the layering of several pitches played at the same time. • To know that poly-rhythms means many rhythms played at once.	• To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change. • To know that a 'counter-subject' or 'counter-melody' provides contrast to

				usually sound good together.		the main melody. • To know that a counter melody is different to harmony because it uses a different rhythm as well as complementary notes. • To know that a polyphonic texture means lots of individual melodies layered together, like in a canon.
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The Inter-related Dimensions of Music Structure

Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
• To recognise the chorus in a familiar song.	• To know that a piece of music can have more than one section, eg verse and chorus.	• To understand that structure means the organization of sounds within music, eg a chorus and verse pattern in a song.	• To know that in a ballad, a 'stanza' means a verse. • To know that music from different places often has different structural features.	• To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. • An ostinato is a musical pattern that is repeated over and over. • To understand that musical motifs are used as a building	• To know that a loop is a repeated rhythm or melody and is another word for ostinato. • To know that a 12-bar blues is a sequence of 12 bars of music, made up of three different chords.	• To know that a chord progression is a sequence of chords that repeats throughout a song. • To know that a canon is a musical structure in which an opening melody is imitated by one or more parts coming in one-by-one. • To know that a theme in music is the

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				block in many well-known pieces of music.		main melody and that 'variations' are when this melody has been changed in some way. • To know that ground bass is a repeating melody played on a bass instrument in Baroque music.
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The Inter-related Dimensions of Music Notation

Yr R	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
• To know that signals can tell us when to start or stop playing.	• To understand that music can be represented by picture or symbols.	• To know that 'notation' means writing music down so that someone else can play it. • To know that a graphic score can show a picture of the structure and / or/ texture of music.	• To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	• To know that performance direction are words added to music notation to tell the performers how to play.	• To know that simple pictures can be used to represent the structure (organization) of music. • To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	• To know that graphic notation means writing music down using your choice of pictures or symbols but 'staff notation' means music written more formally on the special lines called staves. • To know that chord progressions are represented in music by Roman numerals.

The following diagrams show the taught Units from the Kapow Primary Music scheme for EYFS, KS1, Lower KS2 and Upper KS2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Exploring sound	Celebration music	Music and movement	Musical stories	Transport	Big band
Year 1	Pulse and rhythm (Theme: All about me)	Tempo (Theme: Snail and mouse)	Musical vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairy tales)	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds: (Theme: By the sea)
Year 2	West African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional stories)	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds	Myths and legends
Year 3	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami)	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans)
Year 5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre
Year 6	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Songs of WW2	Film music	Theme and variations (Theme: Pop Art)	Baroque	Composing and performing a Leavers' Song (6 lessons)