

MUSIC Curriculum Intent

We aim for our children to be able to use their voices expressively in solo and ensemble contexts; to have a good understanding of a range of instruments; and to have opportunities to play both tuned and untuned instruments. They will know that music and instruments have developed and evolved over time and that music can be formed in a range of different styles. These skills will provide the children with an appreciation of music and the power it can have to bring people together.

MUSIC National Curriculum

EYFS - ELG	<p>Expressive arts and design: Exploring and using media and materials Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>Expressive arts and design: Being imaginative Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p>
Key Stage 1	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> 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. <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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	<p>The national curriculum for music aims to ensure that all pupils:</p> <ul style="list-style-type: none"> 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. <p>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"> 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 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.

Woodside Primary School – MUSIC –Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocal	<p>Expressive arts and design: Exploring and using media and materials</p> <p>DM 30-50 months Enjoys joining in with dancing and ring games. Sings a few familiar songs.</p>	<p>To use my voice to speak, sing and chant.</p> <p>To make different sounds with my voice.</p>	To sing and follow a melody.	To sing a tune with expression.	To sing songs from memory with an attempt at accurate pitch.	To breathe in the correct place when singing.	To sing in harmony confidently and accurately.
Instrumental and Performance Skills	<p>Beginning to move rhythmically. Imitates movement in response to music. Taps out simple repeated rhythms. Explores and learns how sounds can be changed.</p> <p>DM 40-60 months</p>	<p>To use untuned instruments to perform.</p> <p>To make different sounds with instruments.</p> <p>To follow direction when playing and singing (follow conducting).</p>	To play simple rhythmic patterns on an untuned instrument.	<p>To play notes on tuned instruments (A to G).</p> <p>To play simple notation</p>	<p>To perform a simple part rhythmically.</p> <p>To play an instrument using notation (linked to musical vocabulary)</p>	<p>To perform parts from memory.</p> <p>To play an instrument using notation (linked to musical vocabulary)</p>	To take part in a performance.
Creating and Composing	<p>Begins to build a repertoire of songs and dances. Explores the different sounds of instruments.</p> <p>ELG Children sing songs, make music and dance, and experiment with ways of changing them.</p>	<p>To clap short, rhythmic patterns.</p> <p>To choose sounds to represent different things.</p> <p>To make a sequence of sounds.</p>	<p>To sing or clap in increasing or decreasing tempo.</p> <p>To order sounds to create a beginning, middle and an end.</p> <p>To create music in response to different starting points (rounds e.g. London Burning).</p>	<p>To use different musical devices in compositions (dynamics, tempo).</p> <p>To experiment in groups to create a composition</p>	<p>To improvise using repeated patterns.</p> <p>To combine/layer different rhythms</p> <p>To compose melodies (e.g. pentatonic scale).</p> <p>To create accompaniments for tunes.</p>	<p>To maintain my part whilst others are performing their part.</p> <p>To improvise within a group using melodic and rhythmic phrases.</p> <p>To compose music which meets a specific criteria.</p>	To use a variety of different musical devices in my composition (including melody, rhythms and chords).
Appraising and Listening	<p>Expressive arts and design: Being Imaginative</p> <p>DM 30-50 months Developing preferences for forms of expression. Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms.</p>	<p>To compare different pieces of music.</p> <p>To say whether I like or dislike a piece of music and give reasons (because).</p>	<p>To improve my performance and composition</p> <p>To discuss a particular musical aspect when listening to music and explain its effect.</p>	<p>To improve my performance and composition; explaining how it has been improved.</p> <p>To identify a particular musical aspect when listening to music and explain its effect.</p>	<p>To identify the character of a piece of music.</p> <p>To identify and describe the different purposes of a range of musical genres.</p>	<p>To change or organise sounds differently to change effect.</p> <p>To identify and describe the differences between a range of musical cultures and ages.</p>	To evaluate how the venue, occasion and purpose affects the way a piece of music is created.
Theory and Notation	<p>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Captures experiences and responses with a range of media, such as music and dance.</p>	To repeat short, rhythmic and melodic patterns.	<p>To perform simple patterns and accompaniments keeping a steady pulse.</p> <p>To use symbols to represent sounds.</p> <p>To make connections between notations and sounds.</p>	<p>To begin to use notation when playing tuned instruments</p> <p>To create repeated patterns using symbols/ pictorial representations</p>	<p>To use notation to record and interpret sequences.</p> <p>To use notation to record compositions in a small group or on my own.</p>	<p>To use notation to record own composition.</p> <p>To choose the most appropriate tempo for a piece of music.</p>	To analyse and research features of a musical score within different pieces of music.
History of Music	<p>DM 40-60 months Create simple representations of events, people and objects. Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences.</p>	To learn and perform nursery rhymes and know that they have been passed on over time.	To recognise the work one famous composer. Victorian Period.	To recognise and compare the work of at least two famous British composers.	To begin to identify the style of work of European composers - Beethoven, Mozart, Elgar.	To contrast the work of famous composers across two different time periods e.g 18 th century compared to 21 st century and explain the differences over time.	To compare and contrast the impact that different composers from different times have had on people of that time.
Musical Vocabulary	<p>ELG Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through music and dance.</p>	To use simple vocabulary to describe a piece of music e.g, fast/slow, loud/quiet,	To use musical words to describe what I like and do not like about a piece of music.	<p>To use musical words to describe a piece of music and each other's compositions.</p> <p>To know the terms stave, clef and notes names (A-G)</p>	<p>To explain why silence is often needed in music and explain what effect it has.</p> <p>To know the musical terms linked to note length (e.g. crotchet, minim, semibreve)</p>	<p>To describe, compare and evaluate music using musical vocabulary.</p> <p>To know musical terms linked to note and rest length (e.g. quaver, semiquaver, dotted minim)</p>	To describe, compare and evaluate music using musical vocabulary