

Skills and knowledge progression - Music

National Curriculum Aims and purpose

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

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions
- 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
- 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.

School aims - skills, attitudes and knowledge that we would like all children to develop on their journey through the school

We believe that music is an incredibly powerful form of communication that can shape the way we feel, think and act. Quality music teaching helps the body and the mind work together. Exposing children to music during early development helps them to learn the sounds and meanings of words. Dancing to music helps children build motor skills while allowing them to practice self-expression. We believe that every child should have the opportunity to discover their musical potential and we aim to nurture and encourage musical development across the school.

Our curriculum (which is built around the Charanga Music School programme and Sing Up scheme) ensures that our 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. This broad diet of works, covering everything from baroque to Stormzy, develops an understanding, appreciation and respect for all types of music and the range of emotions and meanings that it can convey.

We also believe in the importance of performance, both to give value to music learning and to provide experiences that our children would not otherwise have access to. We therefore take part in a range of music projects (such as Newport Sings) as well as producing high quality school productions and assemblies involving every member of school. We want every child at SSPP to become more musical and learn what musicality means.

Links to EYFS:

Expressive Arts & Design - Exploring & Using Media

- Begin to build a repertoire of songs and dances.
- Explore the different sounds of instruments.
- Sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Expressive Arts & Design - Being Imaginative

- Use what they have learnt about media and materials in original ways, thinking about uses and purposes.
- Represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.
- Create movement in response to music.

Experiences every child should have:

- Sing on stage to a (large) audience, both through school productions and projects such as Big Sing projects (Newport Sings/ Telford Sings)
- Learn to play a musical instrument over an extended period of time and be given opportunities to develop this further if desired.
- Create and perform songs using a variety of instruments and technology.
- Visit large venues (eg. Concerts and theatres) and see professional musicians perform.
- Meet professional musicians and see what their journey was like to becoming a musician.

Progression Music								
	Children in reception will be learning to:	End of Year Assessment for Reception ELG's	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	<ul style="list-style-type: none"> 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. 	<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. 	<ul style="list-style-type: none"> I can use my voice in different ways such as speaking, singing and chanting I can play tuned and untuned instruments with control. I follow instructions on how and when to sing or play an instrument. I can make and control long and short sounds, using voices and instruments. I can imitate changes in pitch. I can perform simple rhythmic patterns showing an awareness of pulse. I take notice of others when I am performing 	<ul style="list-style-type: none"> I take part in singing songs, following the tune (melody) well. I use my voice to good effect. I perform with others', taking instructions from the leader. I can perform rhythmical patterns and accompaniments, keeping a steady pulse. I can use my voice and instruments to make loud and quiet sounds (dynamics). 	<ul style="list-style-type: none"> I take part in singing songs, following the tune (melody) well, with accurate pitch and using expression. I use my voice to maintain a simple part. I perform with others', singing in unison and taking instructions from the leader. I can vary dynamics with my voice and instruments when working alone or with others 	<ul style="list-style-type: none"> I sing in unison and in tune with expression and sense of phrase, showing control in my voice. I use my voice or an instrument to maintain a simple part. I understand the importance of pronouncing the words in a song well. I play notes on instruments with care so they sound clear. I perform with control and awareness of what others in the group are singing or playing. 	<ul style="list-style-type: none"> I sing in tune and show control, breathing well and using clear diction. I perform songs with an awareness of the meaning of the words. I hold my part in a round. I perform songs in a way that reflects their meaning and the occasion. I can sustain a drone or melodic ostinato to accompany singing. I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal). I can improvise within a group. 	<ul style="list-style-type: none"> I sing or play from memory with confidence, expression and in tune. I perform alone and in a group, with clear diction, controlled pitch and sense of phrase. I take turns to lead a group. I hold my part in a round. I am confident in singing or playing solo. I sing a harmony part confidently and accurately. I maintain my own part with an awareness of what others are playing or singing

	Children in Reception will be learning to	End of year assessment for Reception ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
COMPOSING	<ul style="list-style-type: none"> Explore and engage in music making and dance, performing solo or in groups. 	<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. 	<ul style="list-style-type: none"> I can copy a simple pattern of long and short sounds. I can make a sequence of long and short sounds with help. I can use invented or real symbols to invent and record simple rhythm patterns. I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc). I can make sounds that are very different (loud and quiet, high and low etc). 	<ul style="list-style-type: none"> I can copy a simple pattern of long and short sounds. I can make a sequence of long and short sounds with help. I can use invented or real symbols to invent and record simple rhythm patterns. I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc). I can make sounds that are very different (loud and quiet, high and low etc). 	<ul style="list-style-type: none"> I carefully choose sounds and order them to achieve an effect. (including use of ICT). I create short rhythmic phrases and record these using real or invented symbols. I can create short musical patterns. I show control when playing musical instruments so that they sound, as they should. I use changes in pitch to communicate an idea. I can begin to join simple layers of sound e.g. a background rhythm and a solo melody. 	<ul style="list-style-type: none"> I compose and perform melodies and songs, using simple repeated patterns. (Including using ICT.) I use sound to create abstract effects. I recognise and create repeated patterns with a range of instruments. I can join layers of sound thinking about musical dynamics of each layer and understanding the effect. I carefully choose, order, combine and control sounds with awareness of their combined effect. 	<ul style="list-style-type: none"> I know how to make creative use of the way sounds can be changed, organised and controlled (inc ICT). I create my own songs showing understanding of the link between music and lyrics. I can create rhythmic patterns with an awareness of timbre and duration. I create music, which reflects given intentions and uses notations as a support for performance. I identify where to place emphasis and accents in a song to create effects. I can vary and maintain rhythms to fit styles 	<ul style="list-style-type: none"> I demonstrate imagination and confidence in the use of sound. I use ICT to organize my musical ideas. I show thoughtfulness in selecting sounds and structures to convey an idea. I use a variety of different musical devices including melody, rhythms, and chords. I can create and improvise melodic and rhythmic phrases as part of a group performance. I can compose by developing ideas within a range of given musical structures.

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RESPONDING AND REVIEWING (APPRAISING)	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. 	<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. 	<ul style="list-style-type: none"> I can show that I can hear different moods in music. I can recognize fast, medium and slow tempos. I can recognise that sections of music can sound the same or different. I can talk about how music makes you feel e.g. It makes me want to jump/sleep/shout etc. To think about and begin to make suggestions about what could make their work better e.g. play faster/louder etc. 	<ul style="list-style-type: none"> I can show that I can hear different moods in music and explain changes in sounds. I can recognize fast and slow tempos I can listen carefully to music, recognising the build up of layers, such as the different instruments. I can recognise that songs may be verse, chorus, or beginning, middle, end etc. I can identify what improvements could be made to own work and make these changes, including altering use of voice, choice of instruments etc. 	<ul style="list-style-type: none"> I can identify the beat in music. I recognise changes in timbre, dynamics and pitch. I can recognise the build up of layers in music. I can suggest ways to increase layers of sound to improve performance. To comment on the effectiveness of own work, identifying and making improvements. 	<ul style="list-style-type: none"> I can listen to and evaluate a wide range of live and recorded music, including from different times and cultures. I describe music using words such as duration, timbre, pitch beat, tempo, and texture. I use these words to identify where my music works well and how it can be improved. I listen to several layers of sound and talk about the effect on the mood and feelings. 	<ul style="list-style-type: none"> I have a range of words to help me describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence) I can evaluate how music is affected by venue, occasion, purpose and performer. I can describe my music using musical words and I use this to identify strengths and weaknesses in my music. 	<ul style="list-style-type: none"> I understand how lyrics reflect the cultural context and have social meaning. I use this knowledge to enhance my own compositions. I appreciate harmonies and work out how drones and melodic ostinati are used to accompany singing. I can vary and maintain rhythms to fit style e.g. blues, waltz, African etc. I can evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.

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LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. 	<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. 	<ul style="list-style-type: none"> With help, I can make sounds with a slight difference. I can use my voice in different ways to create different effects. I can explore different sound materials such as skin, wood, metal and clay. I can explore different ways to play instruments such as shaking, hitting, plucking and scraping. I can listen out for different types of sounds. I can begin to represent sounds with simple marks and symbols. 	<ul style="list-style-type: none"> With help, I can make sounds with a slight difference. I can use my voice in different ways to create different effects. I can explore different sound materials such as skin, wood, metal and clay. I can explore different ways to play instruments such as shaking, hitting, plucking and scraping. I can make and use different sounds to create an effect. I can listen out for different types of sounds. I can confidently represent sounds with a range of symbols. 	<ul style="list-style-type: none"> I listen carefully and recall short rhythmic and melodic patterns. I use my knowledge of dynamics, timbre and pitch to organize my music. I know how sounds can be made and changed to suit a situation. I make my own signs and symbols to make, record my music. I know how many beats in a minim, crotchet and semibreve and recognize their symbols. I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures) 	<ul style="list-style-type: none"> I recognise how musical elements can be used together to compose music. I recognize the correct symbol for a minim, crotchet and semibreve and use them in compositions. I know the symbol for a rest in music, and use silence for effect in my music. I describe the different purposes of music throughout history and in other cultures. I know that the sense of occasion affects the performance. I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures) 	<ul style="list-style-type: none"> I can read the musical stave, including the time signature and can work out the notes, EGBDF and FACE. I can draw a treble clef at the correct position on the stave. I use the venue and sense of occasion to create performances that are well appreciated by the audience. I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures). I can begin to discuss how music has been changed over time. 	<ul style="list-style-type: none"> I know and use standard musical notation to both perform and record my music. I use my musical vocabulary to help me understand how best to combine musical elements. I can quickly read notes and know how many beats they represent. I understand the different cultural meanings and purposes of music, including contemporary cultural Use different venues and occasions to vary my performances. I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)