



Music Skills Progression



Curriculum Statement:

Intent

‘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.’ Department of Education, National Curriculum.

At Woodbury, our aim is to provide a music curriculum which will enable each child to reach their full potential in music, encourage children to enjoy singing, composing and performing and provide children with the opportunity to perform in front of an audience both within and outside of school.

Implementation

Our curriculum is centred around ‘Charanga’, a music-based scheme, in which the children learn to sing and play instruments. They also have an opportunity to develop an understanding of pulse, rhythm and notation. The programme incorporates the use of technologies such as ‘Garage Band’, enabling the children to compose their own pieces. We offer a mixture of Class teacher and specialist music teacher taught lessons. Where appropriate, we provide a cross-curricular approach to learning that ensures that children are learning key skills within music. Children are learning to work both independently and as part of a group, ensuring skills of resilience and teamwork are promoted in this subject. Children are encouraged to use and reflect upon their BLP skills during geography lessons, ensuring that they learn crucial learning skills alongside music skills and knowledge.

Impact

Children are enthused and engaged in the wide variety of music activities. Opportunities to perform in front of audiences both in school at our termly music concerts and out of school, within our local community, such as singing at Summerleaze Care Home, ensure our children understand music’s significance and place within the wider world. These opportunities excite and inspire children’s thirst for knowledge and participation in music. Pupil voice is used to further develop the music curriculum, through questioning of pupil’s views and attitudes to music to support the children’s enjoyment and to motivate learners. Children love music learning at Woodbury C of E Primary and relish the opportunity to perform.

NC objectives

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.

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.

Key Stage One

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 Two

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
- ♣ 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.

NC Strand	1	2	3	4	5	6
Performing	VOCAL Sing simple songs from memory	VOCAL Sing songs, rounds and chants and use simple vocal patterns as accompaniments	VOCAL Sing rounds and partner songs, maintaining own part	VOCAL Sing rounds and partner songs, maintaining own part	VOCAL Sing simple part songs with control and an awareness of phrasing	VOCAL Confidently sing part songs with control, expression and an awareness of phrasing
	INSTRUMENTAL Begin to use correct technique for a range of percussion instruments, body percussion and simple tuned instruments Keep a steady beat and copy simple rhythm patterns	INSTRUMENTAL Use correct technique for a range of percussion instruments, body percussion and simple tuned instruments Choose and play patterns with increasing confidence	INSTRUMENTAL Use correct technique for a range of untuned and tuned percussion instruments, body percussion and a variety of tuned instruments Copy and match simple patterns Keep to a steady beat Maintain an independent part within a group	INSTRUMENTAL Maintain rhythmic and melodic ostinato Maintain an independent part within a group, using controlled playing techniques	INSTRUMENTAL Play simple parts with accuracy Accurately maintain an independent part within a group, using controlled playing techniques	INSTRUMENTAL Play simple parts with accuracy and awareness of pitch, dynamics and balance Accurately maintain an independent part within a group, using controlled playing techniques with awareness of the occasion and purpose
	PERFORMING Perform in front of peers in the classroom Perform in assemblies within school	PERFORMING Perform in front of parents/carers within school setting	PERFORMING Perform at school fairs/other gatherings Perform alongside other schools in community projects outside of the school environment	PERFORMING Perform at school fairs/other gatherings Perform alongside other schools in community projects outside of the school environment	PERFORMING Take part in wider community events such as music festivals	PERFORMING Take part in wider community events such as music festivals
Improvising and Composing	Choose, create and order sounds for different purposes Choose, create and remember higher and lower sound patterns Begin to invent symbols to represent sounds	Choose, create and order sounds for different purposes Choose, create and remember higher and lower sound patterns and simple rhythmic patterns Invent symbols to represent sounds and rhythms	Choose carefully and order sounds within simple structures such as beginning, middle, end, and in response to given starting points Within a group, create and play layered music with an awareness of how the layers fit together Represent sounds and rhythms with symbols Begin to recognise the key elements of a staff, with an awareness that positioning represents pitch	Improvise and compose within known structures featuring musical changes Improvise and compose with an awareness of context and purpose Recognise and use simple rhythms and a limited number of pitches on a staff	Improvise and compose using the use of simple chord structures Improvise, compose and refine with an awareness of context and purpose Represent sounds with detailed symbols and using simple formal notation from the treble clef Recognise and use simple rhythms, rests and a limited number of pitches	Improvise and compose including the use of scales, complex rhythm patterns and chord structures Within a group, create and play with an awareness of balance Represent sounds with detailed symbols and using formal notation and other symbols from the treble clef Recognise and use simple rhythms, rests and an increased number of pitches including understanding time signatures
Listening and Understanding	Respond to changes in character through movement, words and pictures Talk about music heard with appropriate vocabulary, giving opinions Listen to pieces and composers from different periods of music and begin to identify them on a timeline	Respond to changes in mood through movement, words and pictures Give opinions, justifying musical ideas with appropriate vocabulary Listen to pieces and composers from different periods of music and begin to identify them on a timeline, with an awareness of other key historical events at the same time	Develop an awareness of the music's context and purpose Identify some of the structural and expressive aspects of the music (e.g. starts quiet and gradually gets louder) Identify instruments heard and how they are played Begin to compare different styles of music from different periods in music history	Listen to music with layered parts, noticing how the layers fit together Develop an awareness of the music's context, purpose and the composer's intent Identify some of the structural and expressive aspects of the music (e.g. rhythmic ostinato on the drum) Give opinions, using appropriate musical vocabulary to justify these Have an increasing awareness of periods of music history and key composers at different eras	Listen to music with a variety of textures, noticing different types of harmony Compare and contrast different music, with an awareness of the music's context, purpose and the composer's intent Identify some of the structural and expressive aspects of the music heard (e.g. major or minor chords) Identify different ensemble combinations, instruments heard and their role within the ensemble (e.g. ostinato; melody) Recall some key features of different musical periods	Listen to music with a range of different metres Identify some of the structural and expressive aspects of the music heard (e.g. chromatic scales used in the melody) Give opinions, using appropriate and extended vocabulary to justify these Have an awareness of the progression of music through a historical timeline, can name some key composers from each period and can make references to other key historical events at various times

<p>Dimensions of Music and Vocabulary</p>	<p>Pitch: recognise and respond to high and low sounds Duration: recognise and respond to steady beats and patterns of long and short sounds Dynamics: understand loud, quiet and silence Tempo: understand fast and slow Timbre: identify families of percussion instruments and their properties by sound Texture: recognise and respond to one sound and to many sounds Structure: understand and identify the use of beginning, middle, end and the use of introduction and repetition</p>	<p>Pitch: recognise and respond to higher and lower sounds and general shapes of melodies; begin to recognise steps, leaps and repeated notes Duration: recognise, respond and distinguish between beat and rhythm. Understand that rhythmic patterns fit to the beat Dynamics: understand getting louder and getting quieter Tempo: understand getting faster and slower Timbre: identify the way sounds are made Texture: recognise and respond to different layers in music Structure: understand and identify repetition and contrast</p>	<p>Pitch: identify steps, leaps and repeated notes in melodies Duration: begin to understand 2, 3 and 4 metre and how rhythms fit into a steady beat Dynamics: understand getting louder and quieter in finer graduations Tempo: understand getting faster and slower in finer graduations Timbre: identify a range of percussion and non-percussion instruments by name and the way they are played Texture: recognise different combinations of layers in music Structure: develop understanding of repetition (e.g. ostinato) and contrast (e.g. verse/chorus) structures</p>	<p>Pitch: identify melodic shape and different scale patterns (pentatonic, major and minor) Duration: understand 2, 3 and 4 metre and how rhythms fit into a steady beat Dynamics: understand getting louder and quieter in finer graduations Tempo: understand getting faster and slower in finer graduations Timbre: identify a range of percussion and non-percussion instruments by name and the way they are played Texture: identify solo, unison, drone, layers and simple harmony (e.g. drone, melodic ostinato) Structure: develop understanding of conventional musical structures (e.g. rondo, theme and variations, drone/ostinato)</p>	<p>Pitch: identify a range of different scale patterns (pentatonic, major, minor, chromatic) Duration: understand more complex rhythms and metres, e.g. counting in 6 or 8 Dynamics: understand how a wide range of dynamics can be manipulated for expressive effect Tempo: understand how a wide range of tempi can be manipulated for expressive effect Timbre: identify families of instruments and different ensemble combinations (e.g. samba band, choir, orchestra) Texture: begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment) Structure: understand a wider range of musical structures (e.g. rondo, theme and variations, drone/ostinato, leitmotifs)</p>	<p>Pitch: identify a range of different scale patterns (pentatonic, major, minor, chromatic, modes, raga) Duration: understand more complex rhythms and metres, e.g. counting in 6, 8, 5 or 7 Dynamics: understand how a wide range of dynamics can be manipulated for expressive effect Tempo: understand how a wide range of tempi can be manipulated for expressive effect Timbre: identify families of instruments and different ensemble combinations (e.g. jazz band, orchestra, choir, blues group) Texture: begin to understand types of harmony (e.g. simple parts; use of chords as an accompaniment), and how they can be used for effect Structure: understand a wider range of musical structures (e.g. rondo, theme and variations, drone/ostinato, leitmotifs, 12-bar blues)</p>
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