



Curriculum Progression for Music

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INTENT

Music is a universal language that embodies one of the highest forms of creativity. It is a vehicle for personal expression and it can play an important part in the personal development of our children. Music reflects the culture and society we live in, so the teaching and learning of music enables children to better understand their world. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. At Frodsham CE, we aim to provide opportunities for all children to create, play, perform and enjoy music, to develop the skills, to appreciate a wide variety of musical forms and to begin to make judgements about the quality of music. We are confident that our relevant, progressive, challenging and enjoyable music curriculum will meet the requirements of the national curriculum programmes of study for music.

IMPLEMENTATION

Music is delivered using the Kapow scheme though teachers can adapt the lesson plans where they feel confident. Teachers are asked to annotate the plans to show which elements they will be including and any observations they might make to inform assessment. These annotated plans should be kept in teachers' red class planning files to support monitoring.

Teachers can choose to deliver their music lessons in the way which best fits with their class timetable. This could be a lesson a week or work through a complete unit within a dedicated week. In Reception, as learning is child-initiated, music lessons, as with other foundation subjects, are not as formally timetabled as they are in KS1 and KS2. Instead, children have continued access to a range of both tuned and percussion instruments and are challenged with tasks throughout the year to develop their sense of rhythm, pitch and composition skills.

In Year 5, children receive an hour's weekly instrumental tuition through Edsential First Access in place of the Kapow scheme of work.

Teachers are encouraged to record children's work where possible. For written pieces, eg, sound diaries or graphic scores, ensure these are named and dated and can be kept in a class folder. Sound and video recording should also be kept of practical music making and any end of unit performances and saved in their class planning folder on Staff Share. If possible, children should be given opportunities to perform to an audience (class mates, other classes, parents, etc).

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NURSERY

2 year old children can...

- Enjoy and take part in action songs, such as 'Twinkle, Twinkle Little Star'.
- Sing songs regularly so that children learn the words, melody and actions off by heart.
- Join in with songs and rhymes, making some sounds.
- Make rhythmical and repetitive sounds.
- Explore a range of sound makers and instruments and play them in different ways.

3 and 4 year old children can...

- Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
- Create their own songs or improvise a song around one they know
- Play instruments with increasing control to express their feelings and ideas

Key vocabulary:

song, sing, pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, percussion, instrument, drum, tambourine, wood block, xylophone, maracas, guiro, woodblock, triangle, bells, scrape, shake, beat

RECEPTION

Children can...

- Listen attentively, move to and talk about music, expressing their feelings and responses.
- 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.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes and poems and other stories with others and (when appropriate) try to move in time with the music.

Key vocabulary:

song, sing, pulse, high, low, loud, quiet, clap, volume, repeat, copy, rhythm, performance, perform, percussion, instrument, drum, tambourine, wood block, xylophone, maracas, guiro, woodblock, triangle, bells, scrape, shake, beat, pitch, melody, solo, ensemble (group), nursery rhymes

YEAR 1

Pulse and Rhythm	Classical music, dynamics and tempo	Musical Vocabulary	Timbre and rhythmic patterns	Pitch and Tempo	Vocal and body sounds
Children can...	Children can...	Children can...	Children can...	Children can...	Children can...

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<ul style="list-style-type: none"> To know that rhythm means a pattern of long and short notes. To know that pulse is the regular beat that goes through music. To understand that the pulse of music can get faster or slower. To know that a piece of music can have more than one section, e.g. a verse and a chorus. 	<ul style="list-style-type: none"> To understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo. To know that sounds can help tell a story. To know that tempo is the speed of the music. To know that dynamics means how loud or soft a sound is. 	<ul style="list-style-type: none"> To understand that pitch means how high or low a note sounds. To know that 'timbre' means the quality of a sound; e.g. that different instruments would sound different playing a note of the same pitch. To know that music has layers called 'texture'. 	<ul style="list-style-type: none"> To know that an instrument or rhythm pattern can represent a character in a story. To know that my voice can create different timbres to help tell a story. To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936. 	<ul style="list-style-type: none"> To understand that tempo can be used to represent mood or help tell a story. To understand that 'tuned' instruments play more than one pitch of notes. To know that following a leader when we perform helps everyone play together accurately. 	<ul style="list-style-type: none"> To know that dynamics can change how someone listening feels about music. To know that your voice can be used as a musical instrument. To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees. To understand that music can be represented by pictures or symbols.
Key vocabulary: Rhythm, pulse	Key vocabulary: Fast, slow, quiet, dynamics, tempo, musical composition	Key vocabulary: Pulse, dynamics, tempo, celeste, timbre, pitch, rhythm, structure, texture, graphic score	Key vocabulary: Timbre, pulse, rhythm, syllables, strings, timpani, oboe, clarinet, bassoon, French horn, flute	Key vocabulary: Accelerando, high pitch, low pitch, perform, performance, pitch, pitch pattern, tempo	Key vocabulary: body percussion, dynamics, graphic score, instruments, pitch, seaside, sounds, tempo, timbre
YEAR 2					
Orchestral Instruments	Dynamics, timbre, tempo and motifs	British songs and sounds	African call and response	Musical Me	Myths and Legends
Children can...	Children can...	Children can...	Children can...	Children can...	Children can...

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<ul style="list-style-type: none"> • To know that musical instruments can be used to create 'real life' sound effects. • To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece. • To know that stringed instruments, like violins, make a sound when their strings vibrate. • To know that a brass instrument is played by vibrating your lips against the mouthpiece. • To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. 	<ul style="list-style-type: none"> • To know that a 'soundscape' is a landscape created using only sounds. • To know that a composer is someone who creates music and writes it down. • To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music. 	<ul style="list-style-type: none"> • To know that folk music represents the traditions or culture of a place and is often passed on by being played rather than written down. • To know that 'duration' means how long a note, phrase or whole piece of music lasts. • To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music. 	<ul style="list-style-type: none"> • To know that dynamics can change the effect a sound has on the audience. • To know that the long and short sounds of a spoken phrase can be represented by a rhythm. • To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song. • To understand that the tempo of a musical phrase can be changed to achieve a different effect. • To understand that an instrument can be matched to an animal noise based on its timbre. 	<ul style="list-style-type: none"> • To understand that 'melody' means a tune. • To know that 'notation' means writing music down so that someone else can play it. • To understand that 'accompaniment' can mean playing instruments along with a song. • To understand that a melody is made up from high and low pitched notes played one after the other, making a tune. 	<ul style="list-style-type: none"> • I know that a graphic score can show a picture of the structure of music. • To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music. • To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.
<p>Key vocabulary: Orchestra, instruments, strings, woodwind, brass,</p>	<p>Key vocabulary: Soundscape, timbre, dynamics, tempo, motif</p>	<p>Key vocabulary: Composition, duration, dynamics, inspiration,</p>	<p>Key vocabulary: Timbre, dynamics, tempo, call and response, rhythm,</p>	<p>Key vocabulary: Rhythm, pulse, dynamics, timbre, beat, melody, notation</p>	<p>Key vocabulary: Beat, compose, composition, dynamics, graphic score, legend,</p>

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percussion, vocals, sound effect, timbre, dynamics, tempo		pitch, structure, tempo, texture, timbre	structure		melody, myth, notation, pitch, rhythm, stave notation, structure, tempo, texture, timbre
YEAR 3					
Ballads	Creating compositions	Developing singing and technique	Pentatonic melodies and composition	Jazz	Traditional instruments and improvisation
<p>Children can...</p> <ul style="list-style-type: none"> To know that a ballad tells a story through song. To know that lyrics are the words of a song. To know that in a ballad, a 'stanza' is a verse. 	<p>Children can...</p> <ul style="list-style-type: none"> To understand that the timbre of instruments played affect the mood and style of a piece of music. To know that an ensemble is a group of musicians who perform together. To know that to perform well, it is important to listen to the other members of your ensemble. 	<p>Children can...</p> <ul style="list-style-type: none"> 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 different notes have different durations, and that crotchets are worth one whole beat. To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play. 	<p>Children can...</p> <ul style="list-style-type: none"> To know that the word 'crescendo' means a sound getting gradually louder. 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. 	<p>Children can...</p> <ul style="list-style-type: none"> To understand that 'syncopation' means a rhythm that is played off the natural beat. To know that Ragtime is piano music that uses syncopation and a fast tempo. To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago. To know that 'scat singing' is using made-up words to create the sound of 	<p>Children can...</p> <ul style="list-style-type: none"> To know that Indian music uses all of the sounds in between the 12 'notes' that we are used to in western music. To know that a 'tala' is a set rhythm that is repeated over and over, usually on the drums called 'tabla'. To know that a 'rag' is the tune in traditional Indian music, and is often played on a stringed instrument called a 'sitar'.

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		<ul style="list-style-type: none"> To know that written music tells you how long to play a note for. 		<p>an instrument playing.</p>	<ul style="list-style-type: none"> To know that a 'drone' in music is a note that goes on and on, staying the same, a bit like someone humming a long-held note. 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.
<p>Key vocabulary: ballad, ensemble, compose</p>	<p>Key vocabulary: influence, listen, dynamics, timbre, pitch, repeated rhythm, pattern, notation, ensemble, compose</p>	<p>Key vocabulary: composition, melody, notation, tempo, minim, crotchet, quaver, coordinated, disciplined</p>	<p>Key vocabulary: tempo, crescendo, dynamics, timbre, duration</p>	<p>Key vocabulary: call and response, Dixieland, jazz, motif, Ragtime, rhythm, scat singing, straight quaver, swung quaver, syncopation</p>	<p>Key vocabulary: Bollywood, drone, dynamics, notation, rag, sitar, table, tanpura, tala, tempo</p>
YEAR 4					
Samba and Carnival	Rock and Roll	Adapting and transposing motifs	Haiku, music and performance	Body and tuned percussion	Changes in pitch, tempo and dynamics
<p>Children can...</p> <ul style="list-style-type: none"> To know that samba music originated in Brazil, 	<p>Children can...</p> <ul style="list-style-type: none"> To know that rock and roll music uses blues chord 	<p>Children can...</p> <ul style="list-style-type: none"> To understand that musical motifs (repeating 	<p>Children can...</p> <ul style="list-style-type: none"> To know that a glissando in music means a sliding 	<p>Children can...</p> <ul style="list-style-type: none"> To know that deciding the structure of music 	<p>Children can...</p> <ul style="list-style-type: none"> To know that when you sing without accompaniment it

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<p>South America and its main musical feature is syncopated rhythms.</p> <ul style="list-style-type: none"> To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. 	<p>structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness.</p> <ul style="list-style-type: none"> 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 then down again) is common in rock and roll. To know that playing in time means all performers playing together at the same speed. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed. 	<p>patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!).</p> <ul style="list-style-type: none"> To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes. 	<p>effect played on instruments or made by your voice.</p> <ul style="list-style-type: none"> To know that expressive language (like a poem) can be used as inspiration for composing music. To understand that both instruments and voices can create audio effects that describe something you can see. To know that grouping instruments according to their timbre can create contrasting 'textures' in music. 	<p>when composing can help us create interesting music with contrasting sections.</p> <ul style="list-style-type: none"> To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. 	<p>is called 'A Cappella'.</p> <ul style="list-style-type: none"> To know that harmony means playing two notes at the same time that usually sound good together. To know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To know that 'performance directions' are words added to musical notation to tell the performers how to play.
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<p>Key vocabulary: agogo, bacteria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, Samba, Samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion</p>	<p>Key vocabulary: rock and roll, hand jive, 1950's, tempo, dynamic, notation, style</p>	<p>Key vocabulary: backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups</p>	<p>Key vocabulary: Hanami, cherry blossom, pitch, sound, glissando, pizzicato, composer, composition, col legno, haiku, syllables, melody, dynamics, tempo</p>	<p>Key vocabulary: pitter, patter, raindrop, clapping, clicking, body percussion, tempo, rhythm, boom, snap, structure, texture, contrast, higher, lower, compose, loop, melody, pitch, inspiration, keyboard</p>	<p>Key vocabulary: a cappella, breathing, dynamics, harmony, listen, texture, tempo, ostinato, percussion, layer</p>
YEAR 5					
Whole class strings tuition provided by Edsential First Access.					
UNIT TITLE	UNIT TITLE		UNIT TITLE		
<p>Children can...</p> <ul style="list-style-type: none"> Learn the names of the different parts of their instrument The names of the 4 open strings To hold the instrument correctly when it is played and in rest position To produce a solid tone To play pizzicato and arco 	<p>Children can...</p> <ul style="list-style-type: none"> To use first finger across all 4 strings To use second finger across all 4 strings To switch between strings fluently using first and second finger positions To play the notes B (middle line) E (bottom line) A (ledger lines) F# (top line) First finger To play the notes F# (space) C# B (ledger line) G# (top of staff) Second finger 		<p>Children can...</p> <ul style="list-style-type: none"> TBC 		

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<ul style="list-style-type: none"> To use the bow To play by ear and from staff notation To improvise over a simple groove using up to 3 open strings The note values of semibreves, minims, crotchets, and paired quavers An awareness of dynamics (piano, forte, crescendo, diminuendo) Basic ensemble skills, following signs and gestures from a conductor and playing together Performance discipline 	<ul style="list-style-type: none"> To develop a secure bow hold To play pieces without and with notation To identify the first beat in a bar in 3/4 time To conduct beats within simple time signatures To play 'staccato' and 'legato' 				
Key vocabulary: Up bow, Down bow, Pizzicato, Arco, Peg, Scroll, Bridge, Fingerboard, Chinrest, Frog	Key vocabulary: Rosin, bow, arco, pizzicato	Key vocabulary: TBC			
YEAR 6					
Songs of WW2	Film music	Theme and variations	Dynamics, pitch and texture	Baroque	Composing and performing a leavers' song
Children can... <ul style="list-style-type: none"> To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2. To know that the Solfa syllables represent the 	Children can... <ul style="list-style-type: none"> To know that a film soundtrack includes the background music and any songs in a film. To understand that 'major' key signatures use note pitches that sound cheerful and upbeat. 	Children can... <ul style="list-style-type: none"> To know that a 'theme' is a main melody in a piece of music. To know that 'variations' in music are when a main melody is changed in some way throughout the piece. 	Children can... <ul style="list-style-type: none"> To know that the conductor beats time to help the performers work well together. To understand that improvisation means making up music 'on the spot'. 	Children can... <ul style="list-style-type: none"> To know that Baroque music was music composed in Europe between 1600-1750. To know that music in which very similar parts are introduced one by one to 	Children can... <ul style="list-style-type: none"> To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a melody can be adapted by changing its dynamics, pitch or tempo. To know that chord progressions are

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<p>pitches in an octave.</p> <ul style="list-style-type: none"> • A 'counter-subject' or 'counter-melody' provides contrast to the main melody. • To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes. 	<ul style="list-style-type: none"> • To understand that 'minor' key signatures use note pitches that can suggest sadness and tension. • 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'. 	<ul style="list-style-type: none"> • To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten. • To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly. 	<ul style="list-style-type: none"> • 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 timbre can also be thought of as 'tone colour' and can be described in many ways e.g. warm or cold, rich or bright. 	<p>overlap is called a canon.</p> <ul style="list-style-type: none"> • To know that all the words telling a story are sung in an opera. • To know that a recitative is a section of an opera or oratorio where the sung melody imitates speech. • To know that an oratorio is a religious vocal performance, like an opera, but with no theatrical staging. • To know that ground bass is a repeating melody played on a bass instrument in Baroque music. • To know that a fugue is music in multiple parts, where the same tunes reappear and overlap in different parts 	<p>represented in music by Roman numerals.</p>
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				<p>and at different pitches.</p> <ul style="list-style-type: none"> To know that the bass clef shows bass pitches that are lower than those shown in the treble clef. 	
<p>Key vocabulary: music, morale, Britain, troops, frontline, Vera Lynn, contrast, tempo, higher and lower, diaphragm, melody, phrase, graphic score, pitch, Do Re Mi Fa So La Ti, counter-melody, harmony, Solfa</p>	<p>Key vocabulary: accelerando, body percussion, brass, characteristics, chords, chromatics, clashing, composition, convey, crescendo, descending, dynamics, emotion, imagery, improvise, interpret, interval, major, melodic, minor, modulate, orchestral, pitch, sequence, solo, soundtrack, symbol, timpani, tension, texture, tremolo, unison</p>	<p>Key vocabulary: 3/4 time, 4/4 time, accidentals, body percussion, diaphragm, legato, motif, orchestra, percussion, phrases, pitch, pizzicato, pulse, quaver, rhythm, rhythmic elements, section, semi-quaver, staccato, tempo, theme, TIKI-TIKI, TI-TIKI, TIKI-TI, translate, variations, vocal line, woodwind</p>	<p>Key vocabulary: audio/video, depicting, texture, pitch, dynamics, conductor, improvisation, notation, graphic score, composition, practising, group work, ensemble</p>	<p>Key vocabulary: Baroque, bass clef, canon, fugue, ground bass, opera, oratorio, polyphonic, recitative</p>	<p>Key vocabulary: allegro, arrangement, backing track, chorus, chord progression, compose, crescendo, diminuendo, dynamics, evaluate, forte, largo, lyrics, melody, mood, musical features, notation, piano, poetic, structure, repetitive, rhyme, ritardando, tempo, sequence, stave notation, upbeat, verse</p>

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