

Music Curriculum Progression
Peasedown St John School

Music brings us together, helping us reflect upon who we are, where we have come from and what lies ahead.

Barack Obama

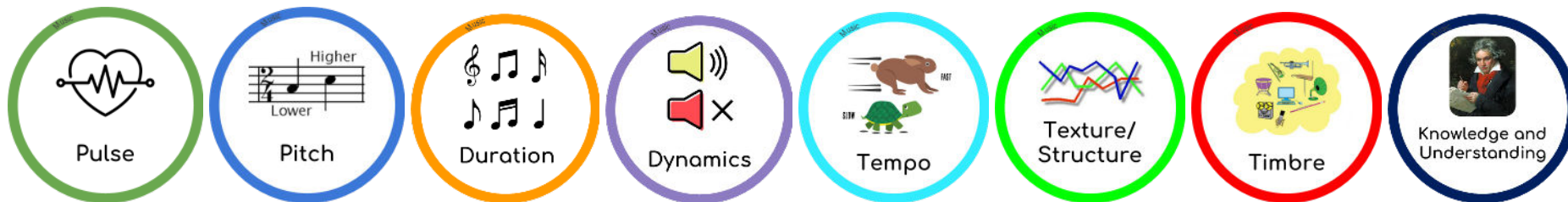
At Peasedown St John, our curriculum intent for Music is important to us as a school, as it ensures children are able to achieve the best learning outcomes possible. It reflects the purposes and aims taken from the national curriculum, inspiring our pupils to develop their creative and critical thinking skills and to apply these, together with learnt skills and knowledge to make products in order to solve practical problems. We make use of a commercial scheme, Charanga, ensuring that each unit is adapted to meet our school curriculum drivers whilst also meeting the expectations of the National Curriculum.

At Peasedown St John primary School we aim to foster an enjoyment and appreciation of music. This includes the development of an understanding of the interrelated dimensions of music: pitch, dynamics, duration, tempo, timbre, texture and structure. Furthermore, we aim to encourage self expression through music and to develop an awareness of the music of ours and other cultures including an awareness of a variety of musical styles.

The National Curriculum for music aims to ensure that all pupils:

- Perform, listen to, review and evaluate music
- Be taught to sing, create and compose music
- Understand and explore how music is created, produced and communicated.

We are committed to ensuring children understand the value and importance of music in the wider community, and are able to use their musical skills, knowledge, and experiences to involve themselves in music in a variety of different contexts.



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Our Overview of Music Teaching (How we have organised the N.C. Breadth of Study)


	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Singing	Enjoy singing a range of simple songs and nursery rhymes	<ul style="list-style-type: none"> Sing in tune within a limited pitch range, and perform with a good sense of pulse and rhythm. Join in and stop as appropriate. 		<ul style="list-style-type: none"> Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. 			<ul style="list-style-type: none"> Demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal
Playing Instruments	Enjoy playing, trying out and changing sounds; explore sounds and music through play.	<ul style="list-style-type: none"> Keep a steady pulse with some accuracy, e.g. through tapping, clapping, marching, playing (develop 'internalising' skills). Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations. 		<ul style="list-style-type: none"> Maintain an independent part in a small group when playing or singing (e.g. rhythm, ostinato, drone). Play confidently and fluently, maintaining an appropriate pulse. 		<ul style="list-style-type: none"> Demonstrate musical quality – e.g. clear starts, ends of pieces / phrases, technical accuracy etc. As appropriate, follow basic shapes of music (including staff and other notations) through singing and playing short passages of music when working as a musician. 	
Composing and Improvising	Create music, and suggest symbols to represent sounds (e.g. a large foot for the Daddy bear, small foot for baby bear).	<ul style="list-style-type: none"> Enjoy making, playing, changing and combining sounds; experiment with different ways of producing sounds with voice, musical instruments, simple music technology, 'body sounds' (tapping, clicking, marching, stamping etc.). 		<ul style="list-style-type: none"> Create simple rhythmic patterns, melodies and accompaniments. Communicate ideas, thoughts and feelings through simple musical demonstration, language, movement and other art forms, giving simple justifications of reasons for responses. 		<ul style="list-style-type: none"> Use a variety of musical devices, timbres, textures, techniques etc. when creating and making music. Be perceptive to music and communicate personal thoughts and feelings, through discussion, movement, sound-based and other creative responses such as visual arts. 	
Listening and Understanding	Make physical movements that represent sounds (e.g. move like a snake, an elephant, grow like a tree in response to music).	<ul style="list-style-type: none"> Begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notations. Listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses. 		<ul style="list-style-type: none"> Aurally identify, recognise, respond to and use musically including rhythms from standard notation (e.g. crotchets, quavers) and basic changes in pitch within a limited range. Suggest, follow and lead simple performance directions. 		<ul style="list-style-type: none"> Listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context. Share opinions about own and others' music and be willing to justify these. 	

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Implementation

At Peasedown St John Primary School we use Charanga to support our teaching of music across the school as these resources complement the National Curriculum requirements and scaffold the learning opportunities across Key Stages. The Long Term Plan for Music ensures coverage of the National Curriculum throughout the school. As shown on the Long Term Plan, children are exposed to wider musical opportunities such as taking part in the performances throughout the year.

In music lessons, the interrelated dimensions of music weave through the units to encourage the development of musical skills as the learning progresses through listening and appraising, differing musical activities (including creating and exploring) and performing.

MUSIC 2023/4							
	EYFS	KS1		LKS2		UKS2	
	Nursery and Reception Being Imaginative and Expressive.	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Aims:	Play non-pitched percussion. Pictorial/symbol notation.	1) Perform, listen to, describe and respond, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. 2) Sing and to use their voices, to create and compose music on their own and with others(songs/raps). Have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. 3) 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.					
Whole School listening: Link to school driver: Diversity and Value Empathy.	<u>Popular Musical Genres/styles:</u> Blues, Jazz, Rock and Roll, Pop, Funk, Disco, 80s synth/ pop, 90s singers/songwriters. 90s R&B, Art Pop, 90s Indie <u>Music from the past famous composers - Pre 1940</u> Beethoven, Mozart, Bach, Hildegard, Mussorgsky, Tchaikovsky, Ravel, Vaughn Williams, Holst, Coleridge Taylor <u>Music by famous modern composers - Post 1940</u> Britten, Rutter, AR Rahman, John Williams, Anna Meredith, Anna Clyne <u>World Music</u> : Tango, Choral, Folk, Calypso, Bhangra, Drumming, Samba, Indian Classical, Gamelan. <u>Countries:</u> Brazil, Indonesia, Punjab, India, Nigeria, Trinidad, Argentina, South Africa, Middle East, England, Poland.						

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<p>Big ideas:</p> <p>Technical</p> <p>Constructive</p> <p>Expressive</p> <p>Pulse</p> <p>Pitch</p> <p>Duration</p> <p>Dynamics</p> <p>Tempo</p> <p>Timbre</p> <p>Texture</p> <p>Structure</p> <p>Notations</p> <p>Significant composers and where they fit in.</p>	<p>Expressive</p> <p>Listen to a range of styles of music from history and from around the world.</p> <p>Experience live performances.</p> <p>Explore the world of imagination.</p> <p>Constructive</p> <p>pulse, pitch, tempo, rhythm and dynamics</p> <p>Breadth of Study:</p> <p>Singing: Sing songs/raps together as a class. Playing and rehearsing: Play unpitched percussion and start to follow the leader's instructions.</p> <p>Improvising, Notating and Composing:</p> <p>Have opportunities to play a range of instruments and notice how sounds can be created and changed.</p> <p>Listening, responding, describing and appraising: The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.</p>	<p>KS1 Music assembly Coverage:</p> <p>Spring Music Concert</p> <p>A)Use voices expressively and creatively by singing songs and speaking chants and rhymes.</p> <p>B)Play and rehearse tuned and untuned instruments musically (Recorders/glocks)</p> <p>C)Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>D) Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Breadth of Study:</p> <p>Singing: Sing songs/raps together in a group.</p> <p>Mid somerset Music Festival</p> <p>Playing and rehearsing: Use pitched percussion, recorders or band instruments if appropriate. Learn to play together in a band or ensemble.</p> <p>Improvising, Notating and Composing: Learn that improvising is when you make up your own melody or rhythm. If written down, it becomes a composition.</p> <p>Listening, responding, describing and appraising:</p> <p>The children will listen to a variety of musical styles from different times, traditions and composers. Learn to recognise instruments and basic style indicators. Encourage discussions using musical language.</p> <p>Technical:</p> <p>Rhythm notations Simple pitch pieces Playing with control Recorder B,A G Pitched Percussion two pieces Guitar open strings Keyboards two note pieces</p> <p>Expressive:</p> <p>Listen to a range of styles of music from history and from around the world.</p> <p>Experience live performances. Start to understand how music makes them feel and why this may be so. Be able to translate their imaginings and ideas into music.</p>	<p>KS2 Music assembly Coverage: Spring Music Concert</p> <p>A)Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Develop techniques for preparing to sing/vocal activity and playing pieces in unison and in parts.</p> <p>B)Improvise and compose music for a range of purposes using the inter-related dimensions of music.</p> <p>C)Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>D)Use and understand staff and other musical notations. E)Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p> <p>F) Develop an understanding of the history of music.</p> <p>Lower Key Stage 2 Breadth of Study: Spring Music Concert</p> <p>Singing: Explore a range of vocal activity Perhaps sing as a soloist and as part of a larger group and/or in parts. Mid somerset Music Festival</p> <p>Playing and rehearsing: Perform as a soloist and as part of a band or ensemble, by ear and/or from different notations. Playing pieces in unison and in two parts.</p> <p>Improvising, Notating and Composing: Continue inventing musical ideas within improvisation and composition. Use simple standard notation.</p> <p>Listening, responding, describing and appraising: The children will continue to understand and appreciate a variety of musical styles from different times and traditions. Continue to recognise the sound of musical instruments and basic features of key musical styles. Encourage more confident discussion using accurate musical language</p> <p>Technical: Simple standard notation Establish Class bands Recorder GABCD Pitched Percussion three note pieces Guitar using first fret Keyboards three note pieces</p> <p>Expressive: Listen to a range of styles of music from history and from around the world. Use musical vocabulary to notice key aspects of the music.</p> <p>Appreciate live performances and express how musical elements create effects and moods. Be encouraged to take risks in their creativity</p> <p>Upper Key Stage 2 Breadth of Study:</p> <p>Singing: Understand more about preparing to sing songs together in a group/ensemble, sometimes in parts and confidently. Mid somerset Music Festival</p> <p>Playing and rehearsing: Use a wide range of instruments to play together with confidence and understanding in a band or ensemble. Year 6 Brass instrument tuition Improvising, Notating and Composing: Improvise using a range of notes and scales. Composition is creating your own music within given boundaries. It can be notated or recorded in some way Listening, responding, describing and appraising: The children will continue to listen to a variety of musical styles from different times and traditions. Recognise instruments and features of key musical styles. Encourage confident discussion using accurate musical language.</p> <p>Technical: Standard notation to include # and b Decide of Class Band instrument. Recorder, Pitched Percussion, Guitar Violin Keyboard Clarinet Brass, Become a fluent performer</p> <p>Expressive: Become a fluent and expressive performer on a chosen instrument.</p> <p>Listen to and begin to identify significant composers, from a range musical eras and traditions.</p> <p>Appreciate live performances and use a wide range of musical vocabulary to express how musical elements enable music to be fit for purpose. To be able to compose music</p> <p>at the correct level so that they realise their expressive intentions.</p> <p>Feel independently creative</p>
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	<p><u>Early Years Outcomes:</u> Listen to ideas from others, taking turns as appropriate to the context.</p> <p>Show awareness of the audience when performing.</p> <p>Create music, and suggest symbols to represent sounds.</p>	<p>Milestone 1 - Key indicators to assess:</p> <p><u>To perform:</u> Take part in singing, accurately following the melody Follow instructions on how and when to sing or play an instrument. Make, combine and control long,short, high and low sounds, using voice and instruments to create an effect. Imitate changes in pitch.</p> <p><u>To compose:</u> Create short, musical patterns.</p> <p><u>To transcribe:</u> Use symbols to represent a composition and use them to help with a performance. To describe music: Identify the beat of a tune. Recognise changes in timbre, dynamics and pitch.</p>	<p>Milestone 2 - Key indicators to assess:</p> <p><u>To perform:</u> Perform from memory with accurate control, pitch and tune. Maintain a simple part within a group.</p> <p><u>To compose:</u> Compose and perform a range of melodic songs, abstract effects, repeated patterns, accompaniments using real instruments and electronic technologies.</p> <p><u>To transcribe:</u> Devise non-standard symbols to indicate when to play and rest. Recognise some standard musical notation and explain their meaning.</p> <p><u>To describe music:</u> Use the terms: duration, timbre, pitch, beat, tempo, texture, layers and use of silence to describe and evaluate music.</p>	<p>Milestone 3 - key indicators to assess:</p> <p><u>To perform:</u> Sing or play expressively, with control and in tune from memory. Year 6 Leavers' Production Hold a part within a round or a harmony.</p> <p><u>To compose:</u> Create songs with verses and a chorus, ensuring the lyrics are suitable for the melody. Create pieces that combine a variety of musical devices, including accompaniments, melody, rhythm and chords.</p> <p><u>To transcribe:</u> Read and use some standard musical notation, including simple time signatures, to play and to transcribe music.</p> <p><u>To describe music:</u> Choose from a wide range of musical vocabulary to accurately describe and appraise music including: pitch, dynamics, tempo, timbre, texture, lyrics and melody, sense of occasion, expressive, solo, rounds, harmonies, accompaniments, drones, cyclic patterns, combination of musical elements, cultural context. Describe how lyrics often reflect the cultural context of music and have social meaning.</p>
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