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| **Tarporley C of E Primary School Progression Document for MUSIC** | | | | |
| At Tarporley C of E Primary, we deliver a two-year planning cycle carefully tailored to the needs of our pupils and following our BOOKS approach. We have designed an inspiring and exciting curriculum that fosters BRAVERY, is OUTWARD-FACING, provides OPPORTUNITIES, develops the appropriate KNOWLEDGE AND SKILLS and nurtures a sense of SPIRITUALITY all with high quality books at the heart of our teaching and learning. Our aim is that all children will know, understand, do and remember more during their journey with us.  This progression document outlines the specific knowledge and skills from the National Curriculum in England (2013) which pupils are expected to learn in each phase over a two-year period. Where appropriate, we have indicated which statements refer to the substantive content of our curriculum (the specific, factual content for the subjects, which must be delivered in a careful sequence) and those relating to the disciplinary content (the action taken within a particular subject to gain knowledge i.e. how we gain substantive knowledge).  Our curriculum for the Early Years Foundation Stage reflects the areas of learning identified in the EYFS Statutory Framework (2021). The areas of learning are split into two different areas; prime and specific. The prime areas of learning are: Personal, Social and Emotional Development, Communication and Language and Physical Development. The specific areas include essential skills and knowledge and provide contexts for learning: Literacy, Mathematics, Understanding of the World and Expressive Arts and Design. We recognise that pupils’ learning in EYFS provides the foundations for their future, so below we have included objectives that are the building blocks for learning in Year 1 and beyond. | | | | |
| **Listen and Appraise** | | | | |
| **Knowledge and Skills** | **EYFS** | **Key Stage 1 – Years 1 and 2** | **Lower Key Stage 2 – Years 3 and 4** | **Upper Key Stage 2 – Years 5 and 6** |
| * **Understand how to listen carefully and why listening is important.** * **Learn new vocabulary (linked to music)** * **Use talk to organise thinking.** * **Listen carefully to rhymes and songs paying attention to how they sound.** * **Listen intently, move to and talk about music, expressing their feelings and responses.** | * **To know and be able to sing songs by heart** * **To know that some songs have a chorus or response** * **To be able to dance, clap, march etc in time to the pulse of the music** * **To move to music in different ways** * **To create rhythms from words** * **To learn how songs can tell a story/describe an idea** | * **To talk about how pieces make you feel** * **To know how sang/wrote pieces of music** * **To talk about the musical elements (texture, dynamics, tempo, rhythm) of pieces** * **To discuss lyrics of songs and their meaning.** * **To start to recognise different styles/genres of music** * **To move to the pulse of the music.** * **To have an understanding of how an orchestra is made up and have listened to a range of orchestral pieces.** | * **Describe, compare and evaluate different types of music using a range of musical vocabulary and the elements of music.** * **Evaluate the success of your own and others work, suggesting specific improvements.** |
| **Singing** | | | | |
| **Knowledge and Skills** | * **Learn rhymes poems and songs.** * **Sing in a group or on their own, increasingly matching the pitch and following the melody.** | * **To stop and start when following a leader** * **To sing at different pitches** * **To know that unison is everyone singing together** * **To use your voice in different ways eg. rapping** * **To begin to understand the importance of correct breathing and enunciation when singing.** * **To know why we need to warm our voices up.** | * **To understand and use the correct posture for singing** * **To sing in unison and simple two-parts including rounds** * **To understand the importance of listening to others while singing** * **To understand the terms choir, conductor and solo singer.** * **To explore how songs can evoke different feelings** * **To have an awareness of the pulse when singing** | * **To be able to talk about the main features of a range of songs (unison, solo, lead vocal, backing vocals, lyrics)** * **To sing in solo, unison and in parts with clear enunciation, controlled pitch and with a sense of phrase and expression.** * **To be aware of how you fit into a group** |
| **Playing** | | | | |
|  | * **Explore and engage in music making and dance, performing solo or in groups.** | * **Use simple tuned and untuned instruments effectively** * **To learn the names of the instruments they play** * **To treat instruments with respect** * **To play a part in time** * **To follow musical instructions from a leader** | * **To use a range of tuned and untuned percussion** * **Begin to read musical notation (treble clef, stave, bar, crotchet, quaver, minim and semibreve)** * **Be able to play a selection of songs on the recorder.** * **To know the names of the all the instruments they play** * **To rehearse and perform play their part** * **To experience leading and playing** | * **To confidently read music in the treble clef** * **Play the recorder with confidence** * **Select and learn an instrumental part on tuned percussion** * **Rehearse and perform their part with increasing accuracy. Fluency, control and expression.** |
| **Improvisation** | | | | |
| **Knowledge and Skills** | * **Develop the overall strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance.** | * **To clap and improvise** * **To sing, play and improvise** * **To take it in turns to improvise using one or two notes** | * **To understand that improvisation is making up your own unique music on the spot** * **To improvise using instruments in the context of a song they are learning to perform** * **To know that you can use riffs you have heard** | * **Consolidation of previous skills** * **To know three well-know improvising musicians** |
| **Composition** | | | | |
| **Knowledge and Skills** | * **Explore and engage in music making and dance, performing solo or in groups.** | * **To use pictures and symbols to create visual scores** * **To create a simple melody using up to 5 notes together** * **To learn how the notes of a composition can be written down and changed** | * **To plan and create a section of music that can be performed** * **To talk about your composition and how the music was created.** * **To make musical decisions about pulse, rhythm, pitch, dynamics and tempo** * **To explore different ways of recording compositions** * **Create rhythmical and simple melodic patterns using an increased number of notes** | **To know and be able to talk about:**   * **The structure of a composition** * **A composition: music that is created by you and kept in some way. It can be performed again to your friends** * **A composition has pulse, rhythm and pitch that work together and are shared by tempo, dynamics, texture and structure** * **Notation: recognise the connection between sound and symbol** * **Create simple melodies using at least 5 different notes and simple rhythms that work musically with the style of the Unit song** * **Explain the key note or home note and the structure of the melody** * **Listen to and reflect upon the developing composition and make musical decisions about how the melody connects to the song.** * **Record the composition in any way appropriate that recognises the connection between sound and symbol** |
| **Performance** | | | | |
| **Knowledge and Skills** | * **As above.** | * **To perform a song** * **To able to express how they felt about a performance** | * **To present a musical performance designed to capture the audience** * **To choose what to preform and create a programme** * **To communicate the meaning of words and clearly articulate them** * **To consider the best position for performing** * **To record a performance and reflect on it** | * **To consolidate previous skills** * **To talk about the venue and how to use it to best effect** * **Play and perform with accuracy, fluency, control and expression** * **Think about the audience when performing and how to create a special effect** |

Should you have questions about our curriculum, please contact Miss Helen Maddocks, our Curriculum Lead, or our Subject Lead for Music, Miss Selwyn