

Music at St Alban's CE Aided Primary (v06/23)

Intention

What is the overriding purpose of teaching music at St Alban's CE Aided Primary?

Music at St Alban's aims to provide children with lots of different musical experiences in order for them to become confident musicians with a life-long love of music. The curriculum introduces children to music from all around the world and across generations, teaching children to respect and appreciate the music of all traditions and communities.

We want children to be able to listen intently to music and discern different elements they hear. This skill of listening to music further enhances other areas, such as ensuring a cohesive performance. They will develop the musical skills of singing, playing tuned and untuned instruments, improvising and composing music, and listening and responding to music.

We want children to rehearse in order to improve their music. This also encourages discipline and resilience in order to make performances as successful as possible.

We want children to enjoy making / performing music (either in group or solo performances). These could be memories to treasure long after their time at this school.

Pupil approach: Working as a musician, pupils will...	Learning journey structure/steps
Listen Analyse Respond Rehearse Compose* Perform Evaluate *The amount of composition depends on the confidence. Best to start small to build confidence.	1. Listen closely to music / a range of different pieces. 2. Respond / analyse one or more aspects of that music. 3. (Compose – music with an aspect heard earlier) 4. Rehearse initially whole class (e.g. for demo / warm up) before moving to group work 5. Perform – when ready 6. Evaluate - successes and how to improve (after this step you may want to loop back to rehearse).
Teaching approach: non-negotiables for teachers	Key resources/documents for planning
All music lessons need to have: <ul style="list-style-type: none"> • Attention grabber – A hook to interest pupils • Main activity – Teacher input to new skills, a chance for pupils to have a go • Wrapping up – assess whether the learning objective has been met, share performances and compositions <u>Strategies to support children with SEND</u> <ul style="list-style-type: none"> • Include a number of different practical activities in a lesson. • Encourage movement as well as music. This can help children recognise things like pitch / rhythm etc. • Make use of music apps for composition or recording. • Display key words / concepts on working wall to make them easily accessible. • Create graphic scores rather than conventional notation (KS2). • Build in lots of repetition (either in song learning or when covering concepts) so children can embed things more easily. Teaching songs by rote also means children are not reliant on reading lyrics / music. 	<ul style="list-style-type: none"> • Untuned percussion • Tuned percussion Planning and resources: www.kapowprimary.com

Implementation

Long term unit plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Set up continuous provision in your classroom. See our Teacher guidance	Celebration music	Exploring sound	Music and movement	Musical stories	Big band
Year 1	Pulse and rhythm (Theme: All about me)	Classical music, dynamics and tempo (Theme: Animals)	Musical vocabulary (Theme: Under the sea)	Timbre and rhythmic patterns (Theme: Fairy tales)	Pitch and tempo (Theme: Superheroes)	Vocal and body sounds: (Theme: By the sea)
Year 2	West African call and response song (Theme: Animals)	Orchestral instruments (Theme: Traditional stories)	Musical me	Dynamics, timbre, tempo and motifs (Theme: Space)	On this island: British songs and sounds	Myths and legends
Year 3	Ballads	Creating compositions in response to an animation (Theme: Mountains)	Developing singing technique (Theme: The Vikings)	Pentatonic melodies and composition (Theme: Chinese New Year)	Jazz	Traditional instruments and improvisation (Theme: India)
Year 4	Body and tuned percussion (Theme: Rainforests)	Rock and roll	Changes in pitch, tempo and dynamics (Theme: Rivers)	Haiku, music and performance (Theme: Hanami)	Samba and carnival sounds and instruments	Adapting and transposing motifs (Theme: Romans)
Year 5	Composition notation (Theme: Ancient Egypt)	Blues	South and West Africa	Composition to represent the festival of colour (Theme: Holi festival)	Looping and remixing	Musical theatre
Year 6	Advanced rhythms	Dynamics, pitch and tempo (Theme: Fingal's Cave)	Songs of WW2	Film music	Theme and variations (Theme: Pop Art)	Composing and performing a Leavers' Song (6 lessons)

Key Knowledge - Year 1

Dynamics, timbre, tempo and motifs (Space)	West African call and response song (Animals)	Orchestral instruments (Traditional Western Stories)	Musical Me	On this island: British songs and sounds	Myths and legends
<p>To know that a 'soundscape' is a landscape created using only sounds.</p> <p>To know that a composer is someone who creates music and writes it down.</p> <p>To understand that a motif is a 'sound idea' that can be repeated throughout a piece of music.</p>	<p>To know that dynamics can change the effect a sound has on the audience.</p> <p>To know that the long and short sounds of a spoken phrase can be represented by a rhythm.</p> <p>To understand that structure means the organisation of sounds within music, e.g. a chorus and verse pattern in a song.</p> <p>To understand that the tempo of a musical phrase can be changed to achieve a different effect.</p> <p>To understand that an instrument can be matched to an animal noise based on its timbre.</p>	<p>To know that musical instruments can be used to create 'real life' sound effects.</p> <p>To know that woodwind instruments, like flutes, are played by blowing air into or across a mouthpiece.</p> <p>To know that stringed instruments, like violins, make a sound when their strings vibrate.</p> <p>To know that a brass instrument is played by vibrating your lips against the mouthpiece.</p> <p>To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches.</p>	<p>To understand that 'melody' means a tune.</p> <p>To know that 'notation' means writing music down so that someone else can play it.</p> <p>To understand that 'accompaniment' can mean playing instruments along with a song.</p> <p>To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.</p>	<p>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.</p> <p>To know that 'duration' means how long a note, phrase or whole piece of music lasts.</p> <p>To know that a composition is a collection of musical elements, like the melody, percussion, dynamics etc that together make a piece of music.</p>	<p>I know that a graphic score can show a picture of the structure of music.</p> <p>To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.</p> <p>To know that 'Tintagel' is an example of a 'symphonic poem' written by Arthur Bax in 1917.</p>

Key Knowledge – Year 2

Pulse and rhythm (All about me)	Classical music, dynamics and tempo (Animals)	Vocal and body sounds (By the Sea)	Timbre and rhythmic patterns (Fairytale)	Pitch and tempo (Superheroes)	Musical vocabulary (Under the sea)
<p>To know that rhythm means a pattern of long and short notes.</p> <p>To know that pulse is the regular beat that goes through music.</p> <p>To understand that the pulse of music can get faster or slower.</p> <p>To know that a piece of music can have more than one section, e.g. a verse and a chorus.</p>	<p>To understand that sounds can be adapted to change their mood, e.g. through dynamics or tempo.</p> <p>To know that sounds can help tell a story.</p> <p>To know that tempo is the speed of the music.</p> <p>To know that dynamics means how loud or soft a sound is.</p>	<p>To know that dynamics can change how someone listening feels about music.</p> <p>To know that your voice can be used as a musical instrument.</p> <p>To know that body percussion means making sounds with your body not your voice, eg clapping or slapping knees.</p> <p>To understand that music can be represented by pictures or symbols.</p>	<p>To know that an instrument or rhythm pattern can represent a character in a story.</p> <p>To know that my voice can create different timbres to help tell a story.</p> <p>To know that Sergei Prokofiev wrote 'Peter and the Wolf' for children in 1936.</p>	<p>To understand that tempo can be used to represent mood or help tell a story.</p> <p>To understand that 'tuned' instruments play more than one pitch of notes.</p> <p>To know that following a leader when we perform helps everyone play together accurately.</p>	<p>To understand that pitch means how high or low a note sounds.</p> <p>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.</p> <p>To know that music has layers called 'texture'.</p>

Key Knowledge – Year 3

Jazz	Pentatonic melodies and composition (Chinese New Year)	Traditional instruments and improvisation (India)	Creating compositions in response to an animation (Mountains)	Developing singing technique (The Vikings)	Ballads
<p>To understand that ‘syncopation’ means a rhythm that is played off the natural beat.</p> <p>To know that Ragtime is piano music that uses syncopation and a fast tempo.</p> <p>To know that jazz is a type of music that originated in the African-American communities of the USA about 120 years ago.</p> <p>To know that ‘scat singing’ is using made-up words to create the sound of an instrument playing.</p>	<p>To know that the word ‘crescendo’ means a sound getting gradually louder.</p> <p>To know that some traditional music around the world is based on five notes called a ‘pentatonic’ scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p>	<p>To know that Indian music uses all of the sounds in between the 12 ‘notes’ that we are used to in western music.</p> <p>To know that a ‘tala’ is a set rhythm that is repeated over and over, usually on the drums called ‘tabla’.</p> <p>To know that a ‘rag’ is the tune in traditional Indian music, and is often played on a stringed instrument called a ‘sitar’.</p> <p>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.</p>	<p>To understand that the timbre of instruments played affect the mood and style of a piece of music.</p> <p>To know that an ensemble is a group of musicians who perform together.</p> <p>To know that to perform well, it is important to listen to the other members of your ensemble.</p>	<p>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.</p> <p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To understand that ‘reading’ music means using how the written note symbols look and their position to know what notes to play.</p> <p>To know that written music tells you how long to play a note for.</p>	<p>To know that a ballad tells a story through song.</p> <p>To know that lyrics are the words of a song.</p> <p>To know that in a ballad, a ‘stanza’ is a verse.</p>

Key Knowledge – Year 4

Listen2Me (delivered by Hampshire Music Service)

Samba	Clarinet	Ukulele
<p>Note duration - using the correct terminology - quaver etc. How they sound and what they look like. Clapping rhythms as echos and from written notation.</p> <p>Reading notation - the use of a stave, note positions and the length of notes.</p> <p>Pitch - recognising high and low and the ability to play this back.</p> <p>Timbre - recognising different instrumental sounds from the orchestra.</p> <p>The ability to be able to play in four parts at the same time on samba.</p> <p>The Brazilian names of the different instruments. Keeping a steady beat, improvising their own rhythms (keeping to 4 beats in a bar) , syncopation, use of dynamics to enhance certain parts of their four part pieces.</p>	<p>Note duration - using the correct terminology - quaver etc. How they sound and what they look like. Clapping rhythms as echoes and from written notation.</p> <p>Reading notation - the use of a stave, note positions and the length of notes.</p> <p>Pitch - recognising high and low and the ability to play this back.</p> <p>Timbre - recognising different instrumental sounds from the orchestra.</p> <p>Note and duration reading, echoing back rhythms keeping a steady beat, use of dynamics.</p>	<p>Note duration - using the correct terminology - quaver etc. How they sound and what they look like. Clapping rhythms as echos and from written notation.</p> <p>Reading notation - the use of a stave, note positions and the length of notes.</p> <p>Pitch - recognising high and low and the ability to play this back.</p> <p>Timbre - recognising different instrumental sounds from the orchestra.</p> <p>The ability to be able to play in two parts on ukulele.</p> <p>To be able to play the ukulele and sing at the same time.</p> <p>Chords - what are they and how to play the C and F chord. Note and rhythm reading, keeping a steady beat to a backing track.</p>

Key Knowledge – Year 5

Blues	Musical Theatre	South and West Africa	Composition to represent the festival of colour (Holi festival)	Composition notation (Ancient Egypt)	Looping and remixing
<p>To understand that a chord is the layering of several pitches played at the same time.</p> <p>To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.</p> <p>To know that 'blues' music aims to share feelings and blues songs tend to be about sadness or worry.</p> <p>To know that a 'bent note' is a note that varies in its pitch, e.g. the pitch may slide up or down.</p> <p>To understand that a chord is the layering of several pitches played at the same time.</p>	<p>To understand that musical theatre includes both character and action songs, which explain what is going on and how characters feel.</p> <p>To know that choreography means the organisation of steps or moves in a dance.</p> <p>To know that musical theatre uses transitions, which are short passages of music used to move between sections of the musical action.</p>	<p>To know that songs sung in other languages can contain sounds that are unfamiliar to us, like the clicks of the Xhosa language.</p> <p>To know that 'The Click Song' is a traditional song sung in the Xhosa language and is believed to bring good luck at weddings.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that poly-rhythms means many rhythms played at once.</p>	<p>To know that a vocal composition is a piece of music created only using voices.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sound made.</p> <p>To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p>To know that simple pictures can be used to represent the structure (organisation) of music.</p> <p>To understand that a slow tempo and a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.</p>	<p>To know that dance music is usually produced using electronic percussion sounds, and recordings of the music are played by DJs in clubs or at festivals.</p> <p>To know that a loop is a repeated rhythm or melody, and is another word for ostinato.</p> <p>To know that remix is music that has been changed, usually so it is suitable for dancing to.</p>

Key Knowledge – Year 6

Composing and performing a leaver's song	Songs of World War 2	Theme and variations (Pop art)	Dynamics, pitch and texture (Coast-Fingals' cave)	Film music	Baroque
<p>To know that a chord progression is a sequence of chords that repeats throughout a song.</p> <p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p> <p>To know that chord progressions are represented in music by Roman numerals.</p>	<p>To know that 'Pack up your troubles in your old kit bag' and 'We'll meet again' are examples of songs popular during WW2.</p> <p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>A 'counter-subject' or 'counter-melody' provides contrast to the main melody.</p> <p>To know that a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.</p>	<p>To know that a 'theme' is a main melody in a piece of music.</p> <p>To know that 'variations' in music are when a main melody is changed in some way throughout the piece.</p> <p>To know that 'The Young Person's Guide to the Orchestra' was written in 1945 by Benjamin Britten.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p>	<p>To know that the conductor beats time to help the performers work well together.</p> <p>To understand that improvisation means making up music 'on the spot'.</p> <p>To understand that texture can be created by adding or removing instruments in a piece and can create the effect of dynamic change.</p> <p>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>	<p>To know that a film soundtrack includes the background music and any songs in a film.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>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'.</p>	<p>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 overlap is called a canon. 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 and at different pitches. To know that the bass clef shows bass pitches that are lower than those shown in the treble clef.</p>

Progression of skills

Listening

EYFS

*Responding to music through movement, altering movement to reflect the tempo, dynamics or pitch of the music.

Exploring lyrics by suggesting appropriate actions.

Exploring the story behind the lyrics or music.

Listening to and following a beat using body percussion and instruments.

*Considering whether a piece of music has a fast, moderate or slow tempo.

Listening to sounds and matching them to the object or instrument.

*Listening to sounds and identifying high and low pitch.

Listening to and repeating a simple rhythm.

Listening to and repeating simple lyrics.

Understanding that different instruments make different sounds and grouping them accordingly.

Year 1

Recognising and understanding the difference between pulse and rhythm.

*Understanding that different types of sounds are called timbres.

*Recognising basic tempo, dynamic and pitch changes (faster/slower, louder/quieter and higher/lower).

Describing the character, mood, or 'story' of music they listen to, both verbally and through movement.

Describing the differences between two pieces of music.

Expressing a basic opinion about music (like/dislike).

Listening to and repeating short, simple rhythmic patterns.

Listening and responding to other performers by playing as part of a group.

Year 2

*Recognising timbre changes in music they listen to.

Recognising structural features in music they *listen to.

Listening to and recognising instrumentation.

*Beginning to use musical vocabulary to describe music.

Identifying melodies that move in steps.

Listening to and repeating a short, simple melody by ear.

Suggesting improvements to their own and others' work.

Year 3	Year 4	Year 5	Year 6
<p>*Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Indian, classical, Chinese, Battle Songs, Ballads, Jazz).</p> <p>Understanding that music from different parts of the world has different features.</p> <p>*Recognising and explaining the changes within a piece of music using musical vocabulary.</p> <p>*Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.</p> <p>Beginning to show an awareness of metre.</p> <p>*Beginning to use musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>Recognising the use and development of motifs in music.</p> <p>*Identifying gradual dynamic and tempo changes within a piece of music.</p> <p>Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary (Samba, Rock and Roll).</p> <p>Identifying common features between different genres, styles and traditions of music.</p> <p>*Recognising, naming and explaining the effect of the interrelated dimensions of music.</p> <p>*Identifying scaled dynamics (crescendo/decrescendo) within a piece of music.</p> <p>*Using musical vocabulary to discuss the purpose of a piece of music.</p> <p>*Using musical vocabulary (related to the inter-related dimensions of music) when discussing improvements to their own and others' work.</p>	<p>*Recognising and confidently discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. (South African, West African, Musical, Theatre, Blues, Dance Remix.).</p> <p>*Representing the features of a piece of music using graphic notation, and colours, justifying their choices with reference to musical vocabulary.</p> <p>*Comparing, discussing and evaluating music using detailed musical vocabulary.</p> <p>*Developing confidence in using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others' work.</p>	<p>Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p>Recognising and confidently discussing the stylistic features of music and relating it to other aspects of the Arts (Pop art, Film music).</p> <p>*Representing changes in pitch, dynamics and texture using graphic notation, justifying their choices with reference to musical vocabulary.</p> <p>Identifying the way that features of a song can complement one another to create a coherent overall effect.</p> <p>*Use musical vocabulary correctly when describing and evaluating the features of a piece of music.</p> <p>Evaluating how the venue, occasion and purpose affects the way a piece of music sounds.</p> <p>*Confidently using detailed musical vocabulary (related to the inter-related dimensions of music) to discuss and evaluate their own and others work.</p>

EYFS	Year 1	Year 2
Playing untuned percussion 'in time' with a piece of music.	Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.	Selecting and creating longer sequences of appropriate sounds with voices or instruments to represent a given idea or character.
Selecting classroom objects to use as instruments.		
Experimenting with body percussion and vocal sounds to respond to music.	Combining instrumental and vocal sounds within a given structure.	*Successfully combining and layering several instrumental and vocal patterns within a given structure.
Selecting appropriate instruments to represent action and mood.	Creating simple melodies using a few notes.	Creating simple melodies from five or more notes.
Experimenting with playing instruments in different ways.	*Choosing dynamics, tempo and timbre for a piece of music.	*Choosing appropriate dynamics, tempo and timbre for a piece of music.
	Creating a simple graphic score to represent a composition.	Using letter name and graphic notation to represent the details of their composition.
	Beginning to make improvements to their work as suggested by the teacher.	Beginning to suggest improvements to their own work.

Year 3	Year 4	Year 5	Year 6
<p>Composing a piece of music in a given style with voices and instruments (Battle Song, Indian Classical, Jazz, Swing).</p> <p>Combining melodies and rhythms to compose a multi-layered composition in a given style (pentatonic).</p> <p>*Using letter name and rhythmic notation (graphic or staff), and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting and implementing improvements to their own work, using musical vocabulary.</p>	<p>Composing a coherent piece of music in a given style with voices, bodies and instruments.</p> <p>Beginning to improvise musically within a given style.</p> <p>Developing melodies using rhythmic variation, transposition, inversion, and looping.</p> <p>*Creating a piece of music with at least four different layers and a clear structure.</p> <p>*Using letter name, graphic and rhythmic notation and key musical vocabulary to label and record their compositions.</p> <p>*Suggesting improvements to others' work, using musical vocabulary.</p>	<p>Composing a detailed piece of music from a given stimulus with voices, bodies and instruments (Remix, Colours, Stories, Drama).</p> <p>Improvising coherently within a given style.</p> <p>*Combining rhythmic patterns (ostinato) into a multi-layered composition using all the inter-related dimensions of music to add musical interest.</p> <p>Using staff notation to record rhythms and melodies.</p> <p>*Selecting, discussing and refining musical choices both alone and with others, using musical vocabulary with confidence.</p> <p>Suggesting and demonstrating improvements to own and others' work.</p>	<p>Improvising coherently and creatively within a given style, incorporating given features.</p> <p>Composing a multi-layered piece of music from a given stimulus with voices, bodies and Instruments.</p> <p>Composing an original song, incorporating lyric writing, melody writing and the composition of accompanying features, within a given structure.</p> <p>*Developing melodies using rhythmic variation, transposition and changes in dynamics, pitch and texture.</p> <p>Recording own composition using appropriate forms of notation and/or technology and incorporating.</p> <p>*Constructively critique their own and others' work, using musical vocabulary.</p>

Progression of skills

Performing

EYFS	Year 1	Year 2
Using their voices to join in with well-known songs from memory.	Using their voices expressively to speak and chant.	*Using their voices expressively when singing, including the use of basic dynamics (loud and quiet).
Remembering and maintaining their role within a group performance.	Singing short songs from memory, maintaining the overall shape of the melody and keeping in time.	Singing short songs from memory, with melodic and rhythmic accuracy.
Moving to music with instruction to perform actions.	Maintaining the pulse (play on the beat) using hands, and tuned and untuned instruments.	Copying longer rhythmic patterns on untuned percussion instruments, keeping a steady pulse.
Participating in performances to a small audience.	Copying back short rhythmic and melodic phrases on percussion instruments.	*Performing expressively using dynamics and timbre to alter sounds as appropriate.
Stopping and starting playing at the right time.	*Responding to simple musical instructions such as tempo and dynamic changes as part of a class performance.	Singing back short melodic patterns by ear and playing short melodic patterns from letter notation.
	Performing from graphic notation.	

Progression of skills

Performing

Year 3	Year 4	Year 5	Year 6
<p>Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.</p> <p>Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.</p> <p>*Performing from basic staff notation, incorporating rhythm and pitch and being able to identify these symbols using musical terminology.</p>	<p>*Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes.</p> <p>Singing and playing in time with peers with accuracy and awareness of their part in the group performance.</p> <p>Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique.</p> <p>Playing syncopated rhythms with accuracy, control and fluency.</p>	<p>Singing songs in two or more parts, in a variety of musical styles from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting dynamics and pitch according to a graphic score, keeping in time with others and communicating with the group.</p> <p>Performing with accuracy and fluency from graphic and simple staff notation.</p> <p>Playing a simple chord progression with accuracy and fluency.</p>	<p>Singing songs in two or more secure parts from memory, with accuracy, fluency, control and expression.</p> <p>*Working as a group to perform a piece of music, adjusting the interrelated dimensions of music as required, keeping in time with others and communicating with the group.</p> <p>Performing a solo or taking a leadership role within a performance.</p> <p>Performing with accuracy and fluency from graphic and staff notation and from their own notation.</p> <p>Performing by following a conductor's cues and directions.</p>

Progression of skills

The history of music (KS2 only)

Year 3	Year 4	Year 5	Year 6
<p>Understanding that music from different times has different features.</p> <p><i>(Also part of the Listening strand)</i></p>	<p>*Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.</p> <p><i>(Also part of the Listening strand)</i></p>	<p>*Confidently discussing the stylistic features of different genres, styles and traditions of music and explaining how these have developed over time.</p> <p><i>(Also part of the Listening strand)</i></p>	<p>*Discussing musical eras in context, identifying how they have influenced each other, and discussing the impact of different composers on the development of musical styles.</p> <p><i>(Also part of the Listening strand)</i></p>

	EYFS	Year 1	Year 2
Pitch	To understand that what 'high' and 'low' notes are.	To understand that pitch means how high or low a note sounds. To understand that 'tuned' instruments play more than one pitch of notes.	To know that some tuned instruments have a lower range of pitches and some have a higher range of pitches. To understand that a melody is made up from high and low pitched notes played one after the other, making a tune.
Duration	To recognise that different sounds can be long or short.	To know that rhythm means a pattern of long and short notes.	To know that 'duration' means how long a note, phrase or whole piece of music lasts. To know that the long and short sounds of a spoken phrase can be represented by a rhythm.
Dynamics	To understand that instruments can be played loudly or softly.	To know that dynamics means how loud or soft a sound is. To understand that sounds can be adapted to change their mood, eg through dynamics.	To know that dynamics can change the effect a sound has on the audience.
Tempo	To recognise music that is 'fast' or 'slow'. To understand that we can match our body movements to the speed (tempo) or pulse (beat) of music.	To know that the 'pulse' is the steady beat that goes through music. To know that tempo is the speed of the music.	To understand that the tempo of a musical phrase can be changed to achieve a different effect.

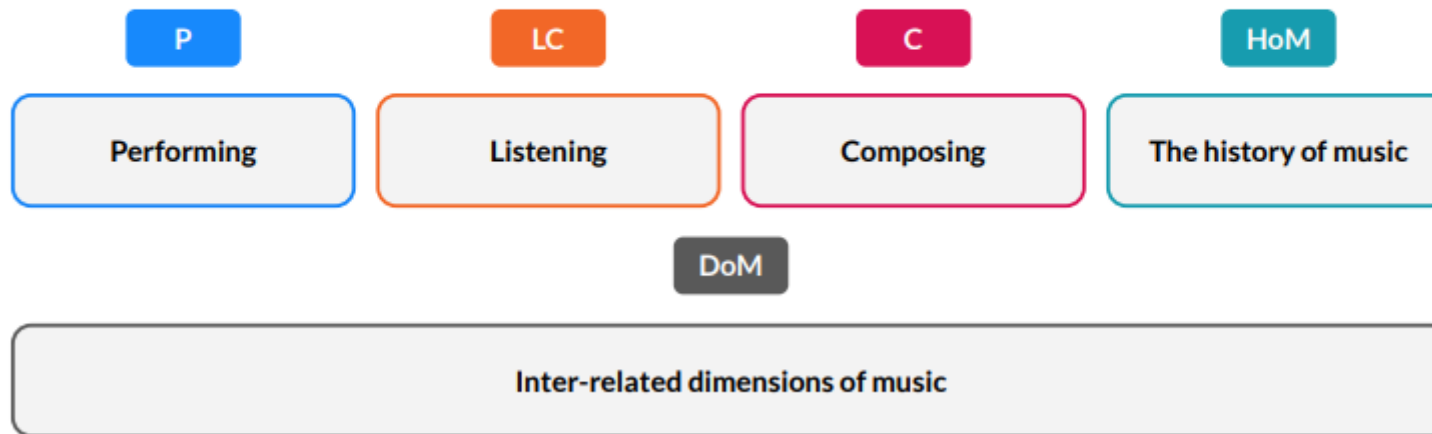
	EYFS	Year 1	Year 2
Timbre	To know that different instruments can sound like a particular character.	To know that 'timbre' means the quality of a sound; eg that different instruments would sound different playing a note of the same pitch. To know that my voice can create different timbres to help tell a story.	To know that musical instruments can be used to create 'real life' sound effects. To understand an instrument can be matched to an animal noise based on its timbre.
Texture	To know that music often has more than one instrument being played at a time.	To know that music has layers called 'texture'.	To know that a graphic score can show a picture of the layers, or 'texture', of a piece of music.
Structure	To recognise the chorus in a familiar song.	To know that a piece of music can have more than one section, eg a verse and a chorus.	To understand that structure means the organisation of sounds within music, eg a chorus and verse pattern in a song.
Notation	To know that signals can tell us when to start or stop playing.	To understand that music can be represented by pictures or symbols.	To know that 'notation' means writing music down so that someone else can play it I know that a graphic score can show a picture of the structure and / or texture of music.

	Year 3	Year 4	Year 5	Year 6
Pitch	<p>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.</p> <p>To know that some traditional music around the world is based on five-notes called a 'pentatonic' scale.</p> <p>To understand that a pentatonic melody uses only the five notes C D E G A.</p>	<p>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.</p> <p>To know that a glissando in music means a sliding effect played on instruments or made by your voice.</p> <p>To know that 'transposing' a melody means changing its key, making it higher or lower pitched.</p>	<p>To understand that a minor key (pitch) can be used to make music sound sad.</p> <p>To understand that major chords create a bright, happy sound.</p> <p>To know that a 'bent note' is a note that varies in its pitch, eg the pitch may slide up or down.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that the Solfa syllables represent the pitches in an octave.</p> <p>To understand that 'major' key signatures use note pitches that sound cheerful and upbeat.</p> <p>To understand that 'minor' key signatures use note pitches that can suggest sadness and tension.</p> <p>To know that a melody can be adapted by changing its pitch.</p>
Duration	<p>To know that different notes have different durations, and that crotchets are worth one whole beat.</p> <p>To know that written music tells you how long to play a note for.</p>	<p>To know that combining different instruments playing different rhythms creates layers of sound called 'texture'.</p> <p>To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.</p> <p>To know that a motif in music can be a repeated rhythm.</p>	<p>To know that 'poly-rhythms' means many different rhythms played at once.</p> <p>To know that the duration of a note or phrase in music can be shown using a repeated symbol or the size of a symbol on a graphic score.</p>	<p>To understand that all types of music notation show note duration, including the Kodaly method which uses syllables to indicate rhythms.</p> <p>To understand that representing beats of silence or 'rests' in written music is important as it helps us play rhythms correctly.</p> <p>To know that a quaver is worth half a beat.</p>
Dynamics	<p>To know that the word 'crescendo' means a sound getting gradually louder.</p>	<p>To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.</p>	<p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that a melody can be adapted by changing its dynamics.</p>
Tempo		<p>To know that playing in time means all performers playing together at the same speed.</p>	<p>To understand that a slow tempo can be used to make music sound sad.</p> <p>To understand that varying effects can be created using only your voice, for example by changing the pitch, dynamic or tempo of the sounds made.</p>	<p>To know that a melody can be adapted by changing its dynamics, pitch or tempo.</p>

	Year 3	Year 4	Year 5	Year 6
Timbre	To understand that the timbre of instruments played affect the mood and style of a piece of music.	To know that grouping instruments according to their timbre can create contrasting 'textures' in music. To understand that both instruments and voices can create audio effects that describe something you can see.	To understand that human voices have their own individual timbre, and that this can be adapted by using the voice in different ways.	To know that timbre can also be thought of as 'tone colour' and can be described in many ways eg warm or cold, rich or bright.
Texture	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.	To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To understand that harmony means playing two notes at the same time, which usually sound good together.	To understand that a chord is the layering of several pitches played at the same time. To know that poly-rhythms means many rhythms played at once.	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 a counter-melody is different to harmony because it uses a different rhythm as well as complementary notes.
Structure	To know that in a ballad, a 'stanza' means a verse. To know that music from different places often has different structural features, eg traditional Chinese music is based on the five-note pentatonic scale.	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music	To know that a loop is a repeated rhythm or melody, and is another word for ostinato. To know that 12-bar Blues is a sequence of 12 bars of music, made up of three different chords.	To know that a chord progression is a sequence of chords that repeats throughout a song. To know that a 'theme' in music is the main melody and that 'variations' are when this melody has been changed in some way.
Notation	To understand that 'reading' music means using how the written note symbols look and their position to know what notes to play.	To know that 'performance directions' are words added to music notation to tell the performers how to play.	To know that simple pictures can be used to represent the structure (organisation) of music. To understand that in written staff notation, notes can go on or between lines, and that the lines show the pitch of the note.	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'. To know that chord progressions are represented in music by Roman numerals.

Music National Curriculum Map

Kapow Primary offers full coverage of the KS1 and KS2 Music curriculum, including EYFS.
We have categorised our content into four strands, with one overarching strand.



Early Years Foundation Stage Kapow Primary's units	Kapow Primary's music strands	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Celebration music	<div>P</div> <div>L</div> <div>DoM</div>	Communication and Language -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.	Understanding the World -Recognise that people have different beliefs and celebrate special times in different way. Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Watch and talk about dance and performance art, 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. ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. ELG: Being Imaginative and Expressive> Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring
Exploring sound	<div>P</div> <div>L</div> <div>DoM</div>	Communication and Language -Understand how to listen carefully and why listening is important. -Listen to and talk about stories to build familiarity and understanding. ELG: Listening, Attention and Understanding> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.	Understanding the World -Explore the natural world around them Expressive Arts and Design -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups.	✓ Playing and Exploring ✓ Creating and Thinking Critically

Early Years Foundation Stage Kapow Primary's units	Kapow Primary's music strands	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Music and movement	<div>P</div> <div>L</div> <div>DoM</div>	Personal, Social and Emotional Development -Think about the perspectives of others.	Expressive Arts and Design -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. ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. ELG: Being Imaginative and Expressive> Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically
Musical stories	<div>P</div> <div>C</div> <div>L</div> <div>DoM</div>	Communication and Language -Learn new vocabulary. -Listen to and talk about stories to build familiarity and understanding. -Retell the story, once they have developed a deep familiarity and understanding. -Listen carefully to rhymes and songs, paying attention to how they sound. -Learn rhymes, poems and songs.	Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Create collaboratively sharing ideas, resources and skills. -Listen attentively, move to and talk about music, expressing their feelings and responses. -Explore and engage in music making and dance, performing solo or in groups. ELG: Being Imaginative and Expressive> Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

Early Years Foundation Stage Kapow Primary's units	Kapow Primary's music strands	Early years outcomes: Prime Areas Development Matters 2021 statements Early Learning Goals	Early years outcomes: Specific Areas Development Matters 2021 statements Early Learning Goals	Characteristics of effective learning
Big band	<div>P</div> <div>C</div> <div>DoM</div>	Communication and Language -Learn rhymes, poems and songs.	Expressive Arts and Design -Explore, use and refine a variety of artistic effects to express their ideas and feelings. -Return to and build on their previous learning, refining ideas and developing their ability to represent them. -Create collaboratively sharing ideas, resources and skills. -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. -ELG: Being Imaginative and Expressive> Sing a range of well-known nursery rhymes and songs. -ELG: Being Imaginative and Expressive>Perform songs, rhymes, poems and stories with others, and- when appropriate - try to move in time with music.	✓ Playing and Exploring ✓ Active Learning ✓ Creating and Thinking Critically

Key stage 1 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Key stage 1 - Year 1					
		*Pulse and rhythm	Classical music, dynamics and tempo	*Timbre and rhythmic pattern	*Pitch and tempo	Vocal and body sounds	*Musical vocabulary
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<div>P</div> <div>DoM</div>	✓	✓	✓	✓	✓	
Play tuned and untuned instruments musically	<div>P</div> <div>DoM</div>	✓	✓	✓	✓	✓	✓
Listen with concentration and understanding to a range of high-quality live and recorded music	<div>L</div> <div>DoM</div>	✓	✓	✓	✓	✓	✓
Experiment with, create, select and combine sounds using the inter-related dimensions of music	<div>C</div> <div>DoM</div>	✓	✓	✓	✓	✓	✓

Key stage 1 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Key stage 1 - Year 2					
		*Musical me	*West African call and response song	On this island: British songs and sounds	*Orchestral instruments	*Myths and legends	Dynamics, timbre, tempo and motifs
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	P DoM	✓	✓	✓			
Play tuned and untuned instruments musically	P DoM	✓	✓	✓	✓	✓	✓
Listen with concentration and understanding to a range of high-quality live and recorded music	L DoM	✓	✓	✓	✓	✓	✓
Experiment with, create, select and combine sounds using the inter-related dimensions of music	C DoM	✓	✓	✓	✓	✓	✓

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Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Lower key stage 2 - Year 3					
		* Ballads	Creating compositions in response to animation	* Developing singing technique and keeping in time	* Pentatonic melodies and composition	Jazz	* Traditional instruments and improvisation
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✓	✓	✓	✓	✓	✓
Use and understand staff and other musical notations	P C DoM			✓	✓	✓	✓
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	HoM DoM		✓			✓	✓

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Lower key stage 2 - Year 4					
		*Body and tuned percussion	Rock and roll	*Changes in pitch, dynamics and tempo	Haiku, music and performance	*Samba and carnival sounds and instruments	*Adapting and transposing motifs
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✓	✓	✓	✓	✓	✓
Use and understand staff and other musical notations	P C DoM		✓	✓			✓
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	HoM DoM		✓			✓	Activate W Go to Settings

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Upper key stage 2 - Year 5					
		* Composition notation	* Blues	* South and West Africa	* Composition to represent the festival of colour	Looping and remixing	Musical theatre
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<div>P</div> <div>DoM</div>	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	<div>C</div> <div>DoM</div>	✓	✓	✓	✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	<div>L</div> <div>DoM</div>	✓	✓	✓	✓	✓	✓
Use and understand staff and other musical notations	<div>P</div> <div>C</div> <div>DoM</div>	✓	✓	✓		✓	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<div>L</div> <div>HoM</div> <div>DoM</div>	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	<div>HoM</div> <div>DoM</div>		✓	✓			✓

Activate W
Go to Settings

Key stage 2 - National Curriculum music subject content:	Kapow Primary's music strands	Kapow Primary topics Upper key stage 2 - Year 6					
		*Advanced rhythms	*Dynamics, pitch and texture	Songs of World War 2	Film music	*Theme and variations	*Composing and performing a leavers' song
Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	P DoM	✓	✓	✓	✓	✓	✓
Improvise and compose music for a range of purposes using the inter-related dimensions of music	C DoM	✓	✓		✓	✓	✓
Listen with attention to detail and recall sounds with increasing aural memory	L DoM	✓		✓	✓	✓	✓
Use and understand staff and other musical notations	P C DoM	✓		✓	✓	✓	
Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	L HoM DoM	✓	✓	✓	✓	✓	✓
Develop an understanding of the history of music	HoM DoM	✓		✓		✓	Activate Wi Go to Settings 1