



Stanhope Primary School



Progression of Knowledge and Skills in Music

Intent

At Stanhope Primary School we recognise and understand the importance of music in our lives. Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should inspire our children to develop a love for music and grow skills to become young musicians. Such skills will increase self-confidence, creativity, and a real sense of achievement. As the children progress through school, they should develop a critical engagement with music allowing them to listen with discrimination, develop composition skills and truly engage with the emotive essence of all genres and styles of music.

We aim to introduce our children to the magic of music. Music is a practical and creative expression of ideas, thoughts and feelings. It provides opportunities to promote children's spiritual, moral, social and cultural development. Music contributes greatly to the ethos of our school.

Subject

The aims and objectives for music in our school are in line with the National Curriculum and aim to:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Music is taught across the EYFS and is an integral part of the Early Years framework.

In the reformed 2021 EYFS curriculum, music goes hand in hand with the 'Being Imaginative and Expressive' Early Learning Goal.

Year Group	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Composition and Appraisal</p> <p><i>Listen to, review and evaluate music across a range of historical periods, genres, styles, cultures and traditions, including the works of the great composers and musicians</i></p>	<p>To identify and match an instrumental sound, eh hear a shaker and indicate that they understand it is a shaker sound.</p> <p>Match music to pictures/visual resources.</p> <p>Describe the sound of instruments e.g. scratchy, soft.</p> <p>Create visual representation of sounds, instruments and pieces of music, e.g. mark making to specific sounds or pieces of music.</p> <p>Respond to others making music.</p>	<p>To start to recognise different instruments</p> <p>To start to recognise and explore varied musical styles and traditions</p>	<p>Perform simple patterns and accompaniments keeping to a steady pulse.</p> <p>To start to develop an understanding of the history and context of music</p>	<p>To recognise different instruments</p> <p>Explore a range of musical genres</p>	<p>To confidently recognise different instruments.</p> <p>To listen with direction to a wide range of high-quality music.</p>	<p>Improve melodic and rhythmic phrases using a range of simple structures.</p> <p>Use musical ideas and structures to compose a score.</p> <p>Improve and compose using elements of different genres and styles.</p>	<p>Select and make expressive use of tempo, dynamics, phrasing and timbre.</p> <p>Use appropriate notation to effectively plan, revise and refine a musical score.</p> <p>Compare, improve and perform a range of melodies and songs for different audiences from different cultures.</p> <p>Develop an understanding of the history of music.</p>
<p>Performing</p> <p><i>Learn to sing and use their voices to create and compose music on their own and with others, have the opportunity to learn a musical instrument</i></p>	<p>Create their own songs, often with a real sense of structure, e.g. a beginning and an end.</p> <p>To sing an entire song.</p>	<p>Sing simple songs with accuracy and pitch</p> <p>To work together in an ensemble band</p> <p>To appreciate the importance of</p>	<p>Singing with increasing expressions</p> <p>To sing and play instruments to an audience</p>	<p>Singing with awareness of breathing and diction</p> <p>Compose, improve and perform simple melodies and songs</p>	<p>Sing with awareness of dynamics, phrasing and pitch control.</p> <p>Compare, contrast and combine a range of musical genre.</p>	<p>Make use of a range of expressive elements in own performance.</p> <p>Maintain a complex part in an ensemble or choral group</p>	<p>Explain the processes and contexts of a range of musical genre and styles.</p> <p>Maintain a complex part in a large ensemble or</p>

<p><i>and use technology appropriately</i></p>	<p>Create sounds in vocal sound games. Change some or all of the words of a song.</p> <p>Show a preference for songs they like to song and/or listen to.</p> <p>To add sound effects to stories using instruments.</p>	<p>starting and ending together</p> <p>Recognise how musical elements can be used to create different effects</p>	<p>Identify ways of improving own work</p> <p>Recognise how musical instruments are combined and used expressively</p>	<p>To build on the correct musical language to suit the style of music being learnt about, as well as discussing feelings and emotions/likes and dislikes, that are linked to music</p>	<p>Maintain an increasingly complex part in an ensemble or choral group.</p>		<p>choral group with multiple parts.</p>
<p>Musical Elements</p> <p><i>Understand and explore how music is created, produced and communicated, including through; pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</i></p>	<p>Clap or tap the pulse of the music they are listening to. Clap or tap the pulse of the song they are singing.</p> <p>To physically interpret the sounds of instruments e.g. tiptoes to the sound, of a xylophone.</p> <p>To physically imitate the actions of musicians e.g. play the trumpet, piano, guitar.</p> <p>To play instruments with control to play loud/quiet, fast/slow.</p> <p>To show control to hold and play</p>	<p>Identify high and low sounds in the environment.</p> <p>Identify long and short sounds in the environment.</p> <p>Identify loud and soft sounds in the environment.</p> <p>Identify fast and slow sounds in the environment.</p> <p>Listen to and repeat simple patterns of sounds.</p>	<p>Compare and contrast sounds according to pitch.</p> <p>Compare and contrast sounds according to duration.</p> <p>Explore the effect of silence.</p> <p>Use a cyclical pattern (fixed number of beats repeated continuously)</p>	<p>Improve a repeated pattern</p> <p>Recognise differences in soft loud etc.</p> <p>Create and perform linear and cyclical patterns</p>	<p>Identify and create more complex patterns, maintaining own part.</p> <p>Recognise the difference between unison and harmony.</p>	<p>Invent a complex cyclical pattern using beats and patterns of different length.</p> <p>Recognise a range of dynamic features including accents.</p> <p>Explore complex structures containing more than one melody</p>	<p>Create and perform musical pieces in more than one way.</p> <p>Use dynamic markings to create an expressive performance</p>

Suggested Vocabulary

	instruments to produce a musical sound						
	Chant, fast, follow, high, instrument, low, loud, quiet, repeat, rhythm, sing, slow, song, songs	Beat, beater, cymbal, drum, high, listen, loud, low, perform, quiet, shaker, steady beat, tambourine, tempo, triangle, tune, voice.	Beat, beater, cymbal, drum, high, listen, loud, low, perform, quiet, shaker, steady beat, tambourine, tempo, triangle, tune, voice. Accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch, pulse, recorder, score, tuned percussion, untuned percussion, volume	Beat, beater, cymbal, drum, high, listen, loud, low, perform, quiet, shaker, steady beat, tambourine, tempo, triangle, tune, voice. Accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch, pulse, recorder, score, tuned percussion, untuned percussion, volume, names of orchestral instruments, accompaniment, call and response, castanets, composer, conductor, drone, duet, duration, dynamics, lyrics, melodic phrase, melody, orchestra, orchestration, ostinato, round, scale, stepwise movement, structure, theme, unison, woodblock,	Beat, beater, cymbal, drum, high, listen, loud, low, perform, quiet, shaker, steady beat, tambourine, tempo, triangle, tune, voice. Accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch, pulse, recorder, score, tuned percussion, untuned percussion, volume, names of orchestral instruments, accompaniment, call and response, castanets, composer, conductor, drone, duet, duration, dynamics, lyrics, melodic phrase, melody, orchestra, orchestration, ostinato, round, scale, stepwise movement, structure, theme, unison, woodblock, harmony,	Beat, beater, cymbal, drum, high, listen, loud, low, perform, quiet, shaker, steady beat, tambourine, tempo, triangle, tune, voice. Accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch, pulse, recorder, score, tuned percussion, untuned percussion, volume, names of orchestral instruments, accompaniment, call and response, castanets, composer, conductor, drone, duet, duration, dynamics, lyrics, melodic phrase, melody, orchestra, orchestration, ostinato, round, scale, stepwise movement, structure, theme, unison, woodblock, harmony,	Beat, beater, cymbal, drum, high, listen, loud, low, perform, quiet, shaker, steady beat, tambourine, tempo, triangle, tune, voice. Accompany, body percussion, chime bar, chord, claves, compose, duration, ostinato, percussion, phrase, pitch, pulse, recorder, score, tuned percussion, untuned percussion, volume, names of orchestral instruments, accompaniment, call and response, castanets, composer, conductor, drone, duet, duration, dynamics, lyrics, melodic phrase, melody, orchestra, orchestration, ostinato, round, scale, stepwise movement, structure, theme, unison, woodblock, improvise, leaping,

					improvise, leaping, pentatonic.	improvise, leaping, pentatonic, accent, bass, notation, texture, timbre.	pentatonic, accent, bass, notation, texture, timbre, diction, interval, syncopation.
End Points EYFS	<p>Expressive Arts and Design Exploring and using media and materials 40-60 months.</p> <ul style="list-style-type: none"> • Begins to build a repertoire of songs • Explores the different sounds of instruments. <p>ELG – children sing songs and make music ELG – Being imaginative – They represent their own ideas, thoughts and feelings through music.</p>						
End Points KS1 (NC)	<p>Pupils will use their voices expressively and creatively by singing songs and speaking chants and rhymes. Play tuned and untuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the interrelated dimensions of music.</p>						
End Points KS2 (NC)	<p>Pupils will be able to sing and play musically with increasing confidence and control. They develop an understanding of musical composition, organising and manipulating idea within musical structures and reproducing sounds from aural memory. Pupils are taught to play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.</p>						