



Adelaide Primary School

Knowledge and Vocabulary Progression Intent

Music

The intention of the Music curriculum

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should:

- Engage and inspire pupils to develop a love of music and their talent as musicians, increasing their self-confidence, creativity and sense of achievement
- Develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in musical canon

What are the key features of 'knowledge-rich' curriculum for Music?

At key stage 1, the sticky knowledge takes full account of the national curriculum's main characteristics of:

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|----------------------------------|------------------------------------------------|-----------------------------------------------------|----------------------|
| <input type="checkbox"/> Singing | <input type="checkbox"/> Playing an instrument | <input type="checkbox"/> Listening and Appreciating | • Creating own music |
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At key stage 2, the sticky knowledge takes full account of the national curriculum's main characteristics of:

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|---------------------------------------------|-------------------------------------|-------------------------------------------|
| <input type="checkbox"/> Performing | <input type="checkbox"/> Composing | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Use and Understand | <input type="checkbox"/> Appreciate | <input type="checkbox"/> History of Music |

When considering pupils' improvement in subject specific vocabulary, provide pupils with a vocabulary mat which contains all words used for music for their age group.

ACE Aims for Music

At Adelaide Primary School, we make music an enjoyable learning experience. We encourage children to participate in a variety of musical experiences through which we aim to build up the confidence of all children. We provide opportunities for all children to create, play, perform and enjoy music. Our aim is to develop the skills necessary to appreciate a wide variety of musical forms and to begin to make judgements about the quality of music. This is supported by our online music scheme, 'Charanga' which is used across all year groups. Using technology, we can access new, exciting and accessible music applications to compose, produce and perform; the key elements of music. In addition to this, we also offer our children opportunities to study a range of musical instruments with peripatetic teachers, provided by the Hull Music service. Our provision for peripatetic music lessons includes woodwind and percussion. We teach all children to make music together, to understand musical notation, and to compose pieces. We also provide opportunities throughout the year for budding musicians to perform for the school community.

A.C.E. Music Unit Overview

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|-----|-----------------------------------------|--------------------------------|-----------------------------------------------|--------------------------------|-------------------------------------------|---------------------------------------------|
| FS1 | Charanga: Me! | Charanga: My Stories | Charanga: Everyone! | Charanga: Our World! | Charanga: Big Bear Funk | Charanga: Reflect, Rewind, Replay |
| FS2 | Charanga: Me! | | Charanga: Our World! | | Charanga: Big Bear Funk | |
| Y1 | Charanga: Hey You | | Charanga: Round and Round | | Charanga: Your Imagination | |
| Y2 | Charanga: Hands, feet, heart | | Charanga: Zootime | | Charanga: Friendship song | |
| Y3 | Charanga: Let your spirit fly | | Charanga: Three Little Birds | | Charanga: Bringing us together | |
| Y4 | Charanga: Glockenspiels 1 | | Charanga: Glockenspiels 2 | | Charanga: Glockenspiels 3 | |
| Y5 | Charanga: Living on a prayer | | Charanga: Make you feel my love | | Charanga: Dancing in the street | |
| Y6 | Charanga: Happy | | Charanga: You've got a friend in me | | Charanga: Music and me | |

Foundation Stage Music

| | | 30-50m | 40-60m | ELG/Exceeding |
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| <p>ELG: Exploring using media and materials</p> <p>Children sing songs, make music and dance, and experiment with ways of changing them.</p> <p>New ELG: Being imaginative and expressive</p> <p>- Sing a range of well-known nursery rhymes and songs;</p> <p>- Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p> | Singing | <ul style="list-style-type: none"> Join in singing a few familiar songs (including nursery rhymes) | <ul style="list-style-type: none"> Join in singing a wider range of familiar songs (nursery rhymes, popular music) | <ul style="list-style-type: none"> Join in singing a wider range of familiar songs (nursery rhymes, popular music) Change their voice in response to music |
| | | <i>Song, nursery rhyme</i> | <i>Song, nursery rhyme, loud, quiet</i> | <i>Perform</i> |
| | Composition | <ul style="list-style-type: none"> Tap out simple repeated rhythms e.g. drum Explore how sounds can be changed (loud and quiet) Explore the different sounds instruments can make (explore the different instruments within the environment) | <ul style="list-style-type: none"> Use instruments to tap out simple rhythms in response to music/ singing Use instruments for effect e.g, loud, quiet, fast, slow | <ul style="list-style-type: none"> Create their own music Talk about why they choose to play / sing the way they did |
| | | <i>Tap, loud, quiet, voice</i> | <i>Rhythm, loud, quiet, named instruments</i> | |
| Performance | <ul style="list-style-type: none"> Listen to music and respond with movement Join in action songs Build up a repertoire of 'dances' (familiar songs e.g. nursery rhymes) | <ul style="list-style-type: none"> Perform dances in response to music Experiment with different ways of dancing | <ul style="list-style-type: none"> Perform dances that they have created in response to music Talk about the different ways they have moved in response to different songs. | |
| | <i>Dance, move</i> | <i>Perform, dance, movement,</i> | | |

Music: Key Stage 1

| | | Year 1 | Year 2 |
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| Singing | <i>Pupils should be taught to use their voices expressively and creatively by singing songs and speaking chants and rhymes</i> | <ul style="list-style-type: none"> use voice in different ways such as speaking, singing and chanting imitate changes in pitch with guidance from the teacher recall from memory simple rhymes and chants follow instructions when singing perform to an audience | <ul style="list-style-type: none"> sing or clap increasing and decreasing tempo start to use voices expressively and creatively recall simple songs from memory perform simple patterns and accompaniments keeping a steady pulse perform to an audience with awareness of others |
| Playing an instrument | <i>Pupils should be taught to play tuned and untuned instruments musically</i> | <ul style="list-style-type: none"> play instruments carefully, handling them with care choose sounds to represent different things follow instruction: play when asked, stop when asked feel the beat in a piece of music repeat short rhythmic and melodic patterns make and control long and short sounds perform using a musical instrument | <ul style="list-style-type: none"> copy and play simple rhythmic patterns and accompaniments in time to the beat on an instrument begin to show awareness of how to improve own work perform simple rhythmic patterns using a tuned musical instrument |
| Listening & understanding | <i>Pupils should be taught to listen with concentration and understanding to a range of high-quality live and recorded music</i> | <ul style="list-style-type: none"> listen to a variety of nursery rhymes and simple songs say whether they like or dislike a piece of music respond to different moods in music – does it sound happy, sad, scary, funny? respond to music with movement | <ul style="list-style-type: none"> listen with concentration to a range of music describe how a piece of music makes them feel recognise styles of music e.g. rock, pop, gospel, rap start to recognise some instruments e.g. drums, flute make connections between notations and musical sounds |
| Create own music | <i>Pupils should be taught to experiment with, create, select and combine sounds using the inter-related dimensions of music (including the use of music technology)</i> | <ul style="list-style-type: none"> clap and repeat short rhythmic & melodic patterns create a sequence of long and short sounds create short musical or rhythmic patterns make a sequence of sounds and respond to different moods in music | <ul style="list-style-type: none"> order sounds to create a piece of music a beginning, middle and an end create a mixture of different sounds (e.g. long and short, loud and quiet, high and low) create music in response to different starting points create a musical score |
| Vocabulary | <i>pitch, tempo, pulse, long, short, high, low, loud, quiet orchestra, band, choir names of specific musical instruments used or listened to</i> | | |

Music: Key Stage 2

| | | Year 3 | Year 4 | Year 5 | Year 6 |
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| | Pupils in Key Stage 2, pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. | | | | |
| Performing | <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> | <ul style="list-style-type: none"> start to sing in tune with expression in a group or on own play clear notes on instruments and use different elements in composition play rhythmically simple parts using a limited range of notes take part in a year group performance | <ul style="list-style-type: none"> sing with a sense of the shape of the melody, and perform simple patterns and accompaniments keeping to a steady pulse improve internalisation through singing and listening perform simple rhythmic patterns and ostinatos on their instrument, by ear perform simple rhythmic patterns notes using crotchets and minim rhythm cards perform rhythms using different types of notation. understand how notation displays rhythms. understand and read quaver, crotchets and minims sing songs from memory with accurate pitch sing with good posture and breathing technique perform music playing a pitched instrument using the correct technique play showing awareness of dynamics and tempo take part in a year group performance play simple three note tunes on the glockenspiel. play simple melodies on their instrument play six or seven note melodies producing a good sound and playing with expression. perform as a soloist. | <ul style="list-style-type: none"> maintain own part whilst others are performing their part use notation as a support for performance take part in a performance | <ul style="list-style-type: none"> sing in harmony confidently and accurately sing a variety of songs with two parts sing solo, unison and in parts with clear diction, controlled pitch and sense of phrase perform parts from memory take the lead in a performance |
| Compose | <i>improvise and compose music for a range of purposes using the inter-related dimensions of music (including the use of music technology)</i> | <ul style="list-style-type: none"> combine different sounds to create a specific mood or feeling create repeated patterns with different instruments use symbols to show when to play and rest compose a chant | <ul style="list-style-type: none"> carefully choose and order sounds within simple structures such as beginning, middle and end. use notation to record compositions in a small group or individually use notation to record and interpret sequences of pitches show awareness of structure in own work e.g. call and response, rondo, verse and chorus improvise repeated patterns and combine several layers of sound. Comment upon, and improve own work. improvise melodic and rhythmic phrases as part of a group performance. Can comment on the successfulness of their group / class performance. | <ul style="list-style-type: none"> compose music which meets specific criteria choose the most appropriate tempo for a piece of music | <ul style="list-style-type: none"> use a variety of different musical devices in composition (incl melody, rhythms and chords) compose music for an occasion (e.g. <i>Christmas, leavers song</i>) |
| Listen | <i>listen with attention to detail and recall sounds with increasing aural memory</i> | <ul style="list-style-type: none"> listen carefully and recognise high and low phrases identify verse and chorus | <ul style="list-style-type: none"> respond to musical direction and develop listening skills explain why silence is often needed in music and explain what effect it has recognise how different musical elements can create different moods and effects | <ul style="list-style-type: none"> repeat a phrase from the music after listening intently | <ul style="list-style-type: none"> accurately recall a part of the music listened to |
| Use and understand | <i>use and understand staff and other musical notations</i> | <ul style="list-style-type: none"> create repeated patterns with different instruments improve my work; explaining how it has been improved Learn the notes G, A and B | <ul style="list-style-type: none"> use notation to record and interpret sequences of pitches learn to recognise the notes EGBDF and FACE on the musical staff recognise the symbols for a minim, crotchet and semi-breve organise sounds and use simple graphical | <ul style="list-style-type: none"> use music diary to record aspects of the composition process read the musical staff and work out the notes EGBDF and FACE use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play | <ul style="list-style-type: none"> analyse features within different pieces of music read and create notes on the musical staff |

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| | | | <ul style="list-style-type: none"> • notations. • discuss and improve their work • play five note melodies producing a reasonable sound showing some expression | | |
| Appreciate | <i>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</i> | <ul style="list-style-type: none"> • use musical words to describe a piece of music and compositions • use musical words to describe what they like/ do not like about a piece of music | <ul style="list-style-type: none"> • identify and describe the different purposes of music • start to recognise more instruments and their family | <ul style="list-style-type: none"> • describe, compare, evaluate music using musical vocabulary • explain why they think music is successful or unsuccessful • recognise music and instruments from different genres and cultures | <ul style="list-style-type: none"> • evaluate how the venue, occasion and purpose affects the way a piece of music is created • recognise and describe music from different periods of history, cultures and geographical regions |
| History of music | <i>develop an understanding of the history of music</i> | <ul style="list-style-type: none"> • recognise the work of at least one famous composer | <ul style="list-style-type: none"> • begin to identify the style of work of Beethoven, Mozart and Elgar | <ul style="list-style-type: none"> • contrast the work of a famous composer with another and explain preferences | <ul style="list-style-type: none"> • compare/contrast the impact that different composers from different times have had on people of that time |
| Vocabulary | <i>Building on vocabulary from Key Stage 1:</i> | <i>duration, timbre, beat, texture, silence</i> <i>rondo, verse, chorus</i> <i>staff, bar, scale</i> <i>semi-breve, minim, crotchet, ostinato</i> <i>drone, chant, ostinato, crescendo, diminuendo</i> <i>dynamics – piano (p) mezzoforte (mp), forte (f)</i> <i>instruments and instrument families – woodwind, percussion, strings, brass</i> | | <i>tics, melody, expressive, unison, harmony, chord, accompaniment,</i> <i>celerando, ritando</i> <i>ccato, vibrato</i> <i>y signature, major, minor</i> <i>he signature, octave</i> <i>hamic – pianissimo (pp), mezzopiano (mp), fortissimo (ff)</i> <i>o, duet, ensemble</i> <i>truments from different cultures</i> | |