

Edward Peake CofE Middle School  
Music Curriculum Progression

Curriculum Intent:

The aim of music is 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 interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

“Praise him with trumpet sound; praise him with lute and harp! Praise him with tambourine and dance; praise him with strings and pipe! Praise him with sounding cymbals; praise him with loud clashing cymbals! Let everything that has breath praise the LORD!” Psalm 150:1-6

**Intent:**

- To enable all pupils to explore vocal and instrumental sounds and techniques
- To enable pupils to have an understanding of written music in different forms
- To give pupils the skills to analyse and evaluate the music they hear
- To have an understanding of musical genres and their place in history

There are three key concepts threaded throughout the music curriculum at Edward Peake. These are: **enjoyment of music, developing performance skills and articulating responses to music.** Through these pupils are able to broaden and deepen their knowledge of a wide variety of musical genres from across the world. Our music curriculum is designed for all pupils, regardless of their starting point. It encourages all pupils to challenge themselves and through their appreciation of music, to explore aspects of social, moral, spiritual and cultural understanding and British values.

Skills and Knowledge	Year 5	Year 6	Skills and Knowledge	Year 7	Year 8
To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	Pupils know how to: Clap rhythms aloud - by ear and from written notation Play a variety of untuned percussion and tuned percussion with correct techniques	Pupils know how to: Play performances of musical words on tuned percussion - showing good beater control Use correct keyboard technique to progress	To play and perform confidently in a range of solo and ensemble contexts using their voice, playing instruments musically, fluently and with accuracy and expression	Pupils know how to: sing a reggae song in ternary form play a range of parts (chords, riff, off beat pattern) on tuned percussion and/or	Pupils know how to: perform an individual rhythmic part (which includes rests) in a group performance demonstrate good technique when playing

	<p>Play short rhythms written in stave notation</p> <p>Perform with a partner or in a small group</p> <p>Perform a group role from a graphic score as a whole class performance</p> <p>RAP in time to a rhythm as a member of a group or as an individual</p> <p>Perform own composition on keyboard or percussion</p> <p>Sing as a member of the class</p> <p>Sing in 2 parts as a member of a group within the class</p> <p>Play tuned and untuned percussion with control and good technique</p> <p>Play a part which includes rests</p> <p>To sing a variety of songs showing control of pitch and breathing</p> <p>To perform a percussion part to fit a given song, showing good playing technique</p> <p>Perform a fanfare on the keyboard using different fingers for each note (Right hand only if possible)</p> <p>Perform in time with a backing rhythm on the keyboard</p>	<p>through a range of graded pieces</p> <p>Use all fingers of right hand for melodies (More able pupils to use left hand for single finger or fingered chords to accompany)</p> <p>Sing in a group showing good ensemble - member of group to take on different responsibilities for singing or playing</p> <p>Play tuned and untuned percussion and keyboards to provide accompaniment</p> <p>'A Song From Somewhere Else' - performance in pairs on keyboards showing some changes in dynamics and good keyboard technique</p> <p>Sing a traditional Japanese style song as a class</p> <p>Play a variety of parts in a class performance showing control and accuracy on cymbals, metallophones, triangles and more able to play recorders, keyboards, guitars or violins</p> <p>Perform own song accompaniment</p>		<p>keyboard showing good technique/fingering</p> <p>perform an individual role in a group</p> <p>performance of a reggae song</p> <p>play an individual role in a group raga, taking the part of melody, drone or tala using a set raga for that part of the story (this may include some flats - dependent on rag)</p> <p>play a theme and 3 variations as a pair (at least one variation must be a solo. Choice of instrument - but must show good technique (keyboard/tuned percussion))</p>	<p>a variety of untuned percussion</p> <p>use visual and vocal cues to aid performance</p> <p>perform an independent role in a group</p> <p>performance of a Blues song</p> <p>play accompanying chords, improvised response and be able to sing the song</p> <p>play the melody or play keyboard parts with both hands</p> <p>play a chromatic scale</p> <p>play a tone row and 3 'variations' of their row (e.g. retrograde, inverted, including changes of rhythm and groupings of notes)</p> <p>perform a soundtrack to a clip of film as a pair or group member, demonstrating techniques such as 'jumpscare', use of chromatic notes, juxtaposition of high and low pitches, use of dynamic contrast, changes of tempo</p>
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	Perform fanfare with a partner playing an independent part	Perform from graphic score taking a part in a class recording  Play from existing rondo music, showing control and good technique Sing a part in a class performance of a 'round'/cannon - in at least 4 parts. Perform a part in own composition of a cannon/round			
	<b>Where in the curriculum this is taught:</b> Autumn 1 -Rhythm Autumn 2 -Space Spring 2 - Africa Summer 1-Stories in Music Summer 2- Fanfares	<b>Where in the curriculum this is taught:</b> Autumn 1- Notation/Keyboard Skills Autumn 2 - Songwriting Spring 1 - Graphic Scores Summer 1 - Japanese Music Summer 2 - Rondo and Rounds		<b>Where in the curriculum this is taught:</b> Reggae Raga Variations Throughout the year as part of the creativity rota	<b>Where in the curriculum this is taught:</b> Rhythm and Rests 12 Bar Blues 12 Tone Music Film Music Throughout the year as part of the creativity rota
To improvise and compose music for a range of purposes using the inter-related dimensions of music	Pupils know how to: Compose a short piece using name rhythms perform by clapping and then on untuned percussion Compose a short 'robotic' piece as a group using given rhythms in quavers, crotchets and minims	Pupils know how to: Compose 4 bar melodies using 'musical' words Compose lyrics, a melody and accompaniment for a charity themed song to include at least 2 verses and a chorus Improvise and compose music in response to 'A	To improvise and compose; and extend and develop musical ideas by drawing on a range of musical structures, styles, genres and traditions	Pupils know how to: develop a basic reggae song into a performance adding an introduction and instrumental sections between verses Improvise melody, drone and tala within group performance, making use of traditional Indian timbres	Pupils know how to: compose a rhythmic piece making use of rests, to include all group members (at least 3 different parts) improvise responses to the given 'call' in the song using the blues scale

	<p>Improvise appropriate sounds from a graphic score.          Compose an 'atmospheric piece' with a partner or small group to describe another planet          Improvise rhythms and short melodic phrases to accompany a song.          Improvise music to create an effect from a graphic score.          Compose a rhythm to be played on percussion instruments to accompany a song          Compose a 4 bar fanfare using F, A, C          Compose a march 8 to 16 bars long</p>	<p>Song From Somewhere Else' (Working in pairs)          Compose a melody and accompaniment for a Japanese style song using the pentatonic scale of C          Compose a round based on the chord of C, F, G or D - more able to include passing notes</p>		<p>work out the notes of 'Twinkle Twinkle' in C major by ear          compose a set of 3 variations based on 'Twinkle Twinkle'          use pre-recorded riffs, melodies and rhythms to compose a reggae song of at least 20 bars (4 bar introduction and 16 bars of music), which could then be repeated to make a longer piece of music with an added coda. (currently on mixcraft)</p>	<p>include introductions and possible use of own lyrics to extend the song and produce a group performance          compose own tone row and be able to play it          compose at least 3 'variations' based on the tone row (e.g. retrograde, inverted, including changes of rhythm and groupings of notes)          compose a piece of 'suspense' music to accompany a short clip of film (underscore), reflecting the on screen action          make use of pre recorded tracks to compose a 12 bar blues song with an introduction and at least 2 verses (currently Mixcraft)</p>
	<p><b>Where in the curriculum this is taught:</b>          Autumn 1- Rhythm          Autumn 2 - Space          Spring 2 - Africa          Summer 1 - Stories in Music          Summer 2 - Fanfares and Marches</p>	<p><b>Where in the curriculum this is taught:</b>          Autumn 1 - Notation          Autumn 2 - Songwriting          Spring 1 - Graphic Scores          Summer 1 - Japanese Music          Summer 2 - Rondo and Rounds</p>		<p><b>Where in the curriculum this is taught:</b>          Reggae          Raga          Variations          Throughout the year as part of the creativity rota</p>	<p><b>Where in the curriculum this is taught:</b>          Rhythm and Rests          12 Bar Blues          12 Tone Music          Film Music          Throughout the year as part of the creativity rota</p>

<p>To listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Pupils know how to:  Copy clapped rhythms  Listen to work partners and know when to play in a group performance  Listen for moods and themes in music from 'The Planet Suite'  Listen to a backing rhythm and RAPping in time with it  Listen to other groups and know their 'turn' to be able to perform as a class  Be familiar with a range of orchestral instrumental sounds  Recognise the timbres of string, brass, woodwind and percussion instruments  Identify some instruments from the timbres  Learn vocal and instrumental parts by copying (and from notations)  Appreciate 2 part harmonies and how their part fits  Listen to music and being able to follow short passages of written notation as the music is played  Identify instrumental timbres</p>	<p>Pupils know how to:  Copy rhythms by clapping  Find rhythms that have been listened to in Rhythm Bingo game  Listen to melodies based on musical words and be able to reproduce them on an instrument  Listen whilst playing for good ensemble  Listen to sounds and transfer them to a written form  Play Graphic Score Bingo  Listen to instrumental timbres and compare them to known instruments  Listen for good ensemble when performing as a class  Learn a sung part in a round from memory  Listen to other parts in a round or rondo to know when to play</p>	<p>To identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices</p>	<p>Pupils know how to:  use appropriate musical vocabulary to describe music: Tempo, Dynamics, Pitch, Duration, Structure, Silence, Texture and Timbre  use some Italian terms to describe tempo, dynamics and terms to describe some structural elements (forte, piano, allegro, andante, adagio, coda, verse, chorus, introduction, bridge)  Use G major scale in performance  Show a basic understanding of chord accompaniment and how to play fingered chords  follow directions such as repeat marks  use a variety of pentatonic rags to improvise melody and drone parts  understand that Indian tonalities and 'scales' are different from 'Western' music  Show a basic understanding of major and minor scales - particularly in relation to C major/minor</p>	<p>Pupils know how to:  make use of variations of tempo, dynamic etc in performance  understand a written score of a song and the directions given to produce a performance  write an evaluation of the group performance making use of the elements of music and Italian terms  understand major, minor and chromatic scales and be able to read and write notes as sharps and flats  recognise that a natural cancels out a sharp or flat  identify different techniques used in existing soundtracks  use a variety of techniques and tonalities to create an effective underscore to a clip of film  describe a range of recorded music using the elements of music and Italian terms  name and identify different musical genres</p>
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	<p>Identify a range of instrumental timbres, commenting on the tempo and listening for particular aspects of the music</p> <p>Listen to a backing rhythm and being able to fit their part in time</p> <p>Keep in time with a partner</p>			<p>write some key signatures if necessary</p> <p>when notating variations use a key signature or accidentals on Sibelius</p> <p>when notating work</p>	
	<p><b>Where in the curriculum this is taught:</b></p> <p>Autumn 1- Rhythm</p> <p>Autumn 2 - Space</p> <p>Spring 1: Instruments of the orchestra</p> <p>Spring 2 - Africa</p> <p>Summer 1 - Stories in Music</p> <p>Summer 2 - Fanfares and Marches</p>	<p><b>Where in the curriculum this is taught:</b></p> <p>Autumn 1 - Notation</p> <p>Spring 1 - Graphic Scores</p> <p>Summer 1 - Japanese Music</p> <p>Summer 2 - Rondo and Rounds</p>		<p><b>Where in the curriculum this is taught:</b></p> <p>Elements of music</p> <p>Reggae</p> <p>Raga</p> <p>Variations</p> <p>Throughout the year as part of the creativity rota</p>	<p><b>Where in the curriculum this is taught:</b></p> <p>Rhythm and Rests</p> <p>12 Bar Blues</p> <p>12 Tone Music</p> <p>Film Music</p> <p>Throughout the year as part of the creativity rota</p>
<p>To use and understand staff and other musical notations</p>	<p>Pupils know how to:</p> <p>Read quaver, crotchet and minim rhythms (some semibreves later on)</p> <p>Use notation to write their own name rhythms</p> <p>Use time signatures (2, 3 and 4 crotchet beats in a bar)</p> <p>Read simple 2 bar rhythms</p> <p>Use notation to compose music</p>	<p>Pupils know how to:</p> <p>Understand stave notation and be able to work out notes from middle C to F' in treble clef</p> <p>Write 4 bar melodies in stave notation</p> <p>Read simple melodies in order to play them on the keyboard</p> <p>(Some pupils may also be able to play single</p>	<p>To use staff and other relevant notations appropriately and accurately in a range of musical styles, genres and traditions</p>	<p>Pupils know how to:</p> <p>use appropriate musical vocabulary to describe music: Tempo, Dynamics, Pitch, Duration, Structure, Silence, Texture and Timbre</p> <p>use some Italian terms to describe tempo, dynamics and terms to describe some structural elements (forte, piano, allegro, andante, adagio,</p>	<p>Pupils know how to:</p> <p>notate rhythmic parts using notes and rests</p> <p>compose own rhythmic parts using notes and rests</p> <p>Repeat marks, DC al Fine may also be used</p> <p>read from stave notation and given chords</p> <p>understand and be able to read and write sharps and flats</p>

	<p>Understand that music can be recorded in graphic forms.          Reading from a graphic score to produce a whole class performance          Read rhythms with some crotchet rests.          Read parts from stave notation          Follow short extracts of stave notation, understanding bar lines, time signatures and some Italian terms and markings. (f, p, repeat mark)          Write on manuscript paper and learn F A C E and how to draw a treble clef          Write their fanfare in rhythm first and then in correct positions on the stave</p>	<p>finger or fingered chords to accompany melodies.          Notate some parts of their song and recognise where repeated sections are needed          Notate an ostinato pattern used to accompany song          Read from graphic notation and follow a score of 'Gnomus' from 'Pictures at an Exhibition'          Write simple graphic scores          Read graphic notation in Bingo game          Record own composition as a graphic score          Read from graphic and stave notation in order to perform          Write own composition in graphic and stave notation          Read a rondo part in stave notation to be able to perform          Write own 'round' composition in stave notation</p>		<p>coda, verse, chorus, introduction, bridge)          read given parts from stave notation,          understand musical directions such as repeat marks and how to read and count rests          read stave notation to find the notes of the rag          each group is playing          read the tala and drone notes for each group          use stave notation to write out the theme and at least one variation          use Sibelius to notate one piece of composition</p>	<p>write out a chromatic scale          notate own tone row and variations          record group/pair composition using a graphic score          use Sibelius to notate one piece of composition</p>
	<p><b>Where in the curriculum this is taught:</b>          Autumn 1- Rhythm          Autumn 2 - Space          Spring 2 - Africa</p>	<p><b>Where in the curriculum this is taught:</b>          Autumn 1 - Notation          Autumn 2 - Songwriting          Spring 1 - Graphic Scores</p>		<p><b>Where in the curriculum this is taught:</b>          Elements of music          Reggae          Raga          Variations</p>	<p><b>Where in the curriculum this is taught:</b>          Rhythm and Rests          12 Bar Blues          12 Tone Music          Film Music</p>

	Summer 1 - Stories in Music Summer 2 - Fanfares and Marches	Summer 1 - Japanese Music Summer 2 - Rondo and Rounds		Throughout the year as part of the creativity rota	Throughout the year as part of the creativity rota
To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<p>'The Planet Suite' Gustav Holst Instruments of the Orchestra: 'Young Person's Guide to the Orchestra' Britten 'Rondo from Abdelazar' Purcell 'Peter and the Wolf' Prokofiev Africa: 'Jambo' - traditional Kenyan song 'Deserts' Varese 'Che Che Koolay' traditional West African Song Fanfares and Marches: 'Fanfare for the Common Man' Copland 'Imperial March' from 'Star Wars' John Williams</p>	<p>To listen to a variety of charity songs from 'Children in Need' and other charities (e.g. 'Wake me up') 'Gnomus' - Mussorgsky Variety of music to link with 'The Song From Somewhere Else' 'Echigo Lion' - traditional Japanese 'Edo Lullaby' - traditional Japanese 'Sakura' - traditional Japanese 'Rondo' from Abdelazar - Purcell 'Rondo alla Turca' - Mozart</p>	To listen with increasing discrimination to a wide range of music from great composers and musicians	<p>A range of songs from Bob Marley and the Wailers Other reggae influenced groups (e.g. UB40, the Police, Aswad) Recordings of traditional Indian music and instruments Performances by Ravi Shankar and Anoushka Shankar (and George Harrison) Variations on 'America' Charles Ives 'Enigma Variations' Elgar A variety of music to be used as starter activities to encourage the children to be able to describe aspects of the music they listen to (e.g. 'Don't Turn Around' - Aswad, 'Jai Ho', 'The Chain' - Fleetwood Mac, 'Fanfare for the Common Man' - Copland)</p>	<p>Examples from Robert Johnson, Eric Clapton, Taj Mahal, Seasick Steve, Robert Cray, Muddy Waters, BB King Spirituals ('Swing Low Sweet Chariot') Schoenberg examples 'Indiana Jones', 'Speed' and 'Star Wars' examples used A variety of music to be used as starter activities to encourage the children to be able to describe aspects of the music they listen to and specific genres (e.g. 'Mr Blue Sky' - Electric Light Orchestra, 'Mars the bringer of War' - Holst - these will change from year to year)</p>
	<b>Where in the curriculum this is taught:</b> Autumn 2 - Space	<b>Where in the curriculum this is taught:</b> Autumn 2- Songwriting		<b>Where in the curriculum this is taught:</b> Reggae	<b>Where in the curriculum this is taught:</b> Rhythm and Rests



	<p>Spring 1- Instruments of the orchestra  Spring 2 - Africa  Summer 2 - Fanfares and Marches</p>	<p>Spring 1- Graphic score  Summer 1 - Japanese Music  Summer 2 - Rondo and Rounds</p>		<p>Raga Variations  Throughout the year as part of the creativity rota</p>	<p>12 Bar Blues  12 Tone Music  Film Music  Throughout the year as part of the creativity rota</p>
<p>To develop an understanding of the history of music.</p>	<p>Pupils know:  How families of instruments are organised and give some brief details about development of the orchestra and some types of instruments (eg when they were 'invented')  The dates of pieces studied/listened to discussed and put on timeline  Some historical aspects linked to type of instruments used and the style of the music</p>	<p>Pupils know:  a brief history of how and why music is notated on the stave and in other ways  How to link periods of history from traditional music to European events and composers  How to use examples listened to to think about the place of instruments and styles of music in history</p> <p>Keystage 2 will also listen to a range of well known music such as:  'The William Tell Overture' - Rossini, 'War of the Worlds' - Jeff Wayne, 'Toccatina and Fugue' - Bach, 'The Hut on Fowl's Legs' - Mussorgsky, 'The Dam Busters' - Coates, Trumpet Concerto - Haydn, 5th Symphony - Beethoven, excerpts from 'The Magic Flute' - Mozart</p>	<p>To develop a deepening understanding of the music that they perform and to which they listen, and its history</p>	<p>Pupils know:  A brief history of reggae the story of Bob Marley and his legacy that the music we are reproducing is traditional Indian (North Indian) music  the types of instrument used and the history behind them (e.g. use of violin due to British Empire)  What Variation form is as shown in the examples listened to the story behind 'Enigma Variations' and Edward Elgar's life</p>	<p>Pupils know:  A brief history and influences of blues music the story of Robert Johnson and his legacy  12 Tone Music as shown in the examples listened to why and how 12 Tone music was 'invented' and the surrounding links with other art forms at the time - e.g. Picasso and cubism when different genres started/became popular eg 1950s - Rock and Roll, 1970s - Hip Hop and a little history as to how the arts and European/World culture are linked</p>

	<b>Where in the curriculum this is taught:</b> Spring 1 Instruments of the Orchestra: Summer 1 Stories in Music:	<b>Where in the curriculum this is taught:</b> Autumn 1- Notation/keyboard skills Summer 1: Japanese music Summer 2: Rondo and rounds		<b>Where in the curriculum this is taught:</b> Reggae Raga Variations Throughout the year as part of the creativity rota	<b>Where in the curriculum this is taught:</b> Rhythm and Rests 12 Bar Blues 12 Tone Music Film Music Throughout the year as part of the creativity rota
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**Curriculum Impact:**

Pupils are able to build on prior knowledge to develop further in subsequent topics.

KS3 pupils are upper school ready.

Pupils are prepared for the wider world.

Pupils extend their cultural capital by studying a range of genres and instrumental styles.

Pupils make use of music for their own wellbeing.

Pupils develop their skills of discussion, analysis and interpretation to be used in other subject areas and in a range of situations. Vocabulary to analyse and evaluate can be used in other subject areas at GCSE.

Motor skills gained through practical work can be adapted to other areas (PE, Art, Design)