



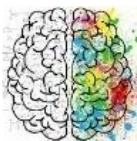
Progression of Music in St Pius X 2020-2021

Updated: June 2020

Curriculum Intent of Music in St Pius X

At the heart of music, we aim to ignite a passion for this subject which allows children to develop themselves creatively. Whether this is through performing, composing or appraising, children are provided with an introduction to the essential musical knowledge and skills to appreciate a wide range of music. Within music, all children have the opportunity to individual, group and collective performances – whilst exploiting the opportunities given in Catholic education.

Big Ideas in Music



Creativity

Within the big idea of creativity, there are five main aspects including composition; notation; performance; singing; pulse and rhythm.

Investigation



Within the big idea of investigation, there are two main aspects including listening and music appreciation.



Significance

Within the big idea of significance, the aspect focus is on significant individuals.

Big Idea – Creativity



	<u>Year Group</u>	<u>Learning Intention</u>	<u>Knowledge</u>	<u>Coverage</u>
Performance	Year 1	Play and sing pieces of music, starting and finishing together.	A piece of music played by a group of musicians should be played at the same time. Musicians should finish together to make the piece of music sound pleasing and ensure the audience can hear the tune. Listening to others, watching a conductor and counting beats accurately can help musicians play or sing at the same time as each other.	Rio de Vida (Sum2)
	Year 2	Play tuned and untuned percussion instruments and use your voice with awareness of others.	Percussion instruments make a sound when they are hit, shaken or scraped. Tuned percussion instruments, such as the xylophone or piano, produce notes of different pitches. Untuned percussion instruments, such as the drum or güiro, produce sounds with no definite pitch.	Beat Band Boogie! (Aut2) Wriggle and Crawl (Spr2)
	Year 3	Play or sing a part with increased control, fluency, expression and accuracy on tuned and untuned instruments.	Control in music can include breath control, where singers ensure they have enough breath to sing to the end of phrases, or control of a musical instrument, such as using bow strokes correctly when playing the violin. To sing or play accurately, the pitch, rhythm and volume of notes should match the intent of the musician, composer or conductor and the playing of other musicians.	Mighty Metals (Sum2)
	Year 4	Play or sing music from notation and memory, with increasing accuracy, fluency, control and expression.	When playing or singing from notation, the shape and colour of a note denotes its length. The shape of a rest denotes its length. The position of the note on the staff denotes the pitch of the note and letters above or below the notes, such as *p* or *f*, denote the dynamics.	Burps, Bottoms and Bile (Aut2)
	Year 5	Maintain their part in a performance with confidence, accuracy, fluency, control and expression, and with an awareness of what others are playing or singing.	Accurate and confident group performances benefit from various factors: practice and preparation; the monitoring and adjustment of pitch, rhythm, timbre and dynamics; rapid responses to the actions of others and awareness of the role of each musician.	Alchemy Island (Sum2)
	Year 6	Take the lead in instrumental or singing performances and provide suggestions to others.	Suggestions for improvements to musical performances include more practise; strategies to cope with performance pressure; better presentation, including eye contact with the audience; improving the planning and logistics of a performance and confidently introducing pieces and songs.	Hola Mexico! (Sum1) A Child's War (Sum2)
Singing	Year 1	Sing traditional songs, nursery rhymes and chants clearly.	Traditional songs, nursery rhymes and chants have been passed down to different generations using the oral tradition. They usually contain repeated rhythms or melodies, a strong pulse and rhyming words.	Moon Zoom! (Aut2) Bright Lights, Big City (Sum1) Rio de Vida (Sum2)
	Year 2	Sing simple songs and chants with a melody and shape.	The melody of a piece of music is the main tune, which is usually part of a larger piece of music. The shape of the music is the pattern created by the changing pitches of notes in a melody.	Beat Band Boogie! (Aut2) Bounce (Sum1) Coastline (Sum2)
	Year 4	Sing songs accurately, both solo and as part of an ensemble.	Solo singing is singing alone. Accurate solo singing includes good timing, note memory and accurate pitching of notes. Ensemble singing is singing in a group. Accurate ensemble singing includes the ability to listen to others, sing at the same volume as them, and follow the signals and instructions of a conductor.	Playlist (Spr2) Misty Mountain Sierra (Sum1)
	Year 6	Use gesture and expression to create a finished, polished performance.	Gestures in music include eye contact, waving and beckoning to the audience, closing eyes to show emotion or exaggerated movements, such as a flourish at the end of a piece or movement away from the microphone. Some gestures are associated with different types of music, such as exaggerated movements to the pulse of the music and virtuoso guitar playing during rock musical performances. Expression in music means adding feeling and is indicated in musical scores using words, such as <i>dramatico</i> (in a dramatic, exaggerated style), <i>legato</i> (smoothly and connected), <i>tranquillo</i> (quiet and peaceful) and <i>cantabile</i> (in a singing or flowing style).	Hola Mexico (Sum1)

Pulse and Rhythm	Year Group	Learning Intention	Knowledge	Coverage
	Year 2	Play a range of rhythms and pulses and identify the differences between them.	A rhythm and a pulse are different. The beats in a rhythm can be of different lengths. The beats in a pulse are all the same length. The pulse often stays the same throughout a piece of music, whereas the rhythm changes.	Beat Band Boogie! (Aut2) Bounce (Sum1)
	Year 4	Play and create repeated rhythmic patterns.	Repeated rhythmic patterns are a series of long and short sounds that are played over and over again. Repeated patterns can be found in all music. Short, repeated patterns are called motifs.	Burps, Bottoms and Bile (Aut2)
	Year 5	Play and create extended rhythmic patterns, including rests.	Extended rhythmic patterns usually contain repetition and may include short repeated phrases called motifs. Rests provide a break in a rhythmic pattern or line of music and should be counted in the same way as notes.	Alchemy Island (Sum2)
	Year 6	Play and create pieces of music with a clear understanding of pulse and rhythm.	Pulse can be created using bar lines to write bars of music with the same number of beats per bar. Rhythm can be created using notes of varying length, such as quavers, crotchets, minims and semibreves, and writing them in equal bars of music.	A Child's War (Sum2)

Composition	Year Group	Learning Intention	Knowledge	Coverage
	Year 1	Create, select and combine sound effects or rhythms using a variety of instruments, objects and the voice.	Sound effects are sounds that don't involve speech or music and are made on instruments or objects to represent another sound. A rhythm is a group of quick and slow beats that is usually repeated in a song or piece of music.	Moon Zoom! (Aut2) Rio de Vida (Sum2)
	Year 2	Create, select and combine layers of sound and vocalisations with awareness of the effect.	Combining layers of sound can create pleasant, harmonious sounds or unpleasant, discordant sounds, depending on the combination of pitches of notes used. Adding sounds together creates texture in a piece of music.	Beat Band Boogie! (Aut2) Coastline (Sum 2)
	Year 3	Improvise and compose sequences of sounds and vocals and record them using notes or pictures.	Sequences of sounds combine pitch, rhythm, dynamics and pulse. Sequences can be written down using informal pictures or symbols in a graphic score, or using standard musical notation.	Rocks, Relics and Rumbles (Aut2) Mighty Metals (Sum2)
	Year 4	Improvise and compose a sequence of sounds and vocals for different instruments and record them using standard or invented notation.	Sequences of sounds for different instruments are written on separate lines in a graphic score or on separate staves of standard musical notation.	Playlist (Spr2)
	Year 5	Create a composition that combines layers of sound and vocalisations and shows an awareness of pitch, tempo, rhythm, melody and dynamics.	Effective compositions include instruments with different pitches, repeated and contrasting rhythms, a pleasing melody and a variety of dynamics.	Alchemy Island (Sum2)
	Year 6	Compose and perform a group score using a wide variety of timbres, textures, rhythms and motifs.	A score contains all the information musicians need to rehearse and perform a piece of music, including separate lines for each instrument or voice part, notation showing pitch and duration of sounds and markings to show dynamics, such as *mp* and *mf*.	Hola Mexico! (Sum1)

Notation	Year Group	Learning Intention	Knowledge	Coverage
	Year 1	Understand that music can be written down and read.	Musical notes and symbols have meaning and can be read by musicians when they play.	Moon Zoom! (Aut2)
	Year 3	Recognise and respond to standard and invented musical notation and symbols.	In standard musical notation, rests such as crotchet rests, minim rests and semibreve rests tell musicians when not to play or sing and are used in the place of musical notes.	Rocks, Relics and Rumbles (Aut2)
	Year 4	Play or sing simple melodies from standard and invented musical notation and symbols.	Standard musical notation symbols for dynamics, such as *mp, p, pp, ppp, mf, f, ff, fff* tell musicians how loudly or quietly they should play. Piano (*p*) means that the music should be played softly. Forte (*f*) means that the music should be played loudly.	Traders and Raiders (Spr1) Playlist (Spr2)
	Year 5	Use standard notation to perform and write music.	In standard musical notation, time signatures indicate how many beats are in a bar. For example, 4/4 means there are four crotchet beats in a bar. Bar lines split the notes into groups. For example, in a piece of music written in 4/4, there might be four crotchets, two minims or one semibreve in one bar of music.	Alchemy Island (Sum2)
	Year 6	Use features of standard notation when composing.	Features of standard notation include staves, time signatures, bar lines, notation and dynamic markings.	Hola Mexico (Sum1)

Big Idea – Investigation



Listening	Year Group	Learning Intention	Knowledge	Coverage
	Year 1	Listen to sounds or a piece of music, identifying basic features.	Basic features of music that can be easily identified include the melody (the main tune), the instruments used and the feelings the music engenders, such as happy, angry or scary.	Rio de Vida (Sum2)
	Year 2	Describe how an instrument has been used to represent a sound, animal or object.	The pitch, rhythm and volume (loudness) of notes played on different instruments can be used to represent other sounds, animals or objects. For example, quick, smooth and quiet ascending phrases of notes are played on a violin to represent a bird in Vaughan Williams' The Lark Ascending.	Beat Band Boogie! (Aut2)
	Year 4	Describe how different instruments are used throughout a piece of music to add interest and meaning.	Instruments include strings, such as violins; brass, such as trombones; woodwind, such as clarinets and percussion, such as drums. Composers choose instruments for the timbre, pitch and duration of the notes they can create to replicate and represent objects, animals, mood and feelings.	Playlist (Spr2) Road Trip USA! (Sum2)
	Year 5	Explain how pitch, tempo, rhythm, melody, dynamics and major and minor tonality have been used to create particular feelings in the listener.	A mixture of pitch, tempo, rhythm, melody and dynamics create mood and feeling in the listener. For example, quick, high-pitched notes can create a feeling of panic, and long, low-pitched notes can create a feeling of calm. All music is written in a major or minor key. Music written in a major key sounds happy, and music written in a minor key sounds sad.	Alchemy Island (Sum2)

Music Appreciation	Year 6	Listen to and comment on a wide range of genres and musical styles using a broad musical vocabulary.	Genres are different styles of music, such as pop, rock, world music, classical, Latin American, swing, gospel and soul. Words such as tempo, rhythm, dynamics, pulse and timbre can be used to comment on the genre of music.	Revolution (Aut2) Hola Mexico! (Sum1)
	Year 1	Listen and respond to a range of high-quality live and recorded music and songs.	Responses to music include playing or clapping along to the pulse and rhythms, humming or singing melodies, creating actions and dance movements, and using adjectives, such as lively or cheerful, to describe the music.	Rio de Vida (Sum2)
	Year 2	Listen and respond with movement, words and pictures to a range of high-quality live and recorded music that tell a story.	Responses to a piece of music that tell a story include creating movements relating to characters or events in the music, identifying instruments and sounds that represent characters or events, describing key events and changes in the sound and drawing scenes inspired by the music.	Beat Band Boogie! (Aut2)
	Year 4	Compare and evaluate different genres of music using appropriate musical vocabulary.	Genres of music include jazz, rock, classical, blues, pop, folk, country and world music. Each genre has its own distinguishing features: the use of instruments; structure of the music; inclusion of typical rhythms, tempos and dynamics; date of composition and style of performance.	Playlist (Spr2)
	Year 5	Use descriptive words and relevant musical vocabulary when talking about the elements of live or recorded music within a piece.	Musical vocabulary includes pitch, rhythm, pulse, duration, structure, dynamics, harmony, tempo, timbre and texture.	Stargazers (Aut2) Alchemy Island (Sum2)
	Year 6	Identify and explain patterns and motifs in live and recorded music that provoke feelings in the listener.	A motif in music is a short musical idea that is repeated and developed throughout a piece.	Hola Mexico! (Sum1) A Child's War (Sum2)

Big Idea – Significance



Significant People	<u>Year Group</u>	<u>Learning Intention</u>	<u>Knowledge</u>	<u>Coverage</u>	
				<u>Composers and Musicians</u>	<u>Genres (including traditional)</u>
	Year 4	Describe the lives and music of famous 20th-century composers.	Composers of 20th century music worked from 1901 to 2000. Many compositions of this era don't follow the conventions of music that were used in previous periods. For example, some composers used objects in their music as well as conventional instruments and some created music without harmonies or melodies.	Beethoven, Mozart, Bach, Tchaikovsky, U2, Dubliners, Frank Sinatra, Andrea Bocelli, Dolly Parton, Elvis Presley, Gladys Knight, Mozart, Taylor Swift, Bob Marley, Louis Armstrong (Playlist, Spr2)	Traditional rhymes (Burps, Bottoms and Bile, Aut2) (Traders & Raiders, Spr1) Lullabies, celebrations and festival. Genres - classical, Bollywood, opera, yodelling, acapella, Inuit throat singing and jazz scat. (Playlist, Spr2) Native American music (Road Trip USA, Sum2)