



Curriculum:

## Progression in Music



## INTENT - The Music Curriculum

Hunton & Arrathorne Community Primary School is a musical school; pupils love music and are successful at it. As well as the curriculum diet, pupils are exposed to musical events throughout the year including our popular Spring Concert and spectacular end of year musical productions. Pupils come together weekly for a singing assembly, take part in regular musical productions and have the opportunity to learn a musical instrument through our links with the NYCC music service. Many pupils further their interest and study of Music privately and at home.

At our school, children gain a thorough understanding of what music is by playing, listening, composing, analysing and evaluating across a wide variety of styles, traditions, genres and historical periods. We are committed to ensuring children are exposed to all types of music and making our curriculum spark interest in the subject, which the children take with them throughout their life. We are committed to ensuring children have access to a range of musical styles and see music as a form of creative expression.

Children's exposure to culturally important music is further explored through 'Music of the Week' which covers a range of genre, artists and eras.

We strive to ensure our children access and receive an enriched musical experience – part of our H&A '36 before Y6' involves children attending a concert, performing on a theatre stage and attending a professional theatre production.

## IMPLEMENTATION-The Music Curriculum

<b>Interrelated Dimensions of Music</b>		
<b>1. Pulse</b>	<b>2. Rhythm</b>	<b>3. Pitch</b>
<b>4. Tempo</b>	<b>5. Dynamics</b>	<b>6. Timbre</b>
<b>7. Texture</b>	<b>8. Structure</b>	<b>9. Notation</b>

The music curriculum ensures students sing, listen, play, perform and evaluate. Music is taught through the Sparkyard Music Schools programme from Reception – Year 6. During their time in school, the children also develop instrumental skills through specialist music teaching from North Yorkshire Music Service.

Music is embedded in the classroom activities (formal music lessons) as well as the weekly singing assemblies, concerts and performances, extra-curricular activities and the learning of musical instruments. Pupils have the opportunity to perform at least three times per year, culminating in a staged musical production in the summer. Appreciation of music is further developed through ‘Music of the Week’ which is promoted in assemblies and incorporates the very best of what has been written and performed. The elements of music are taught in the classroom lessons so that children are able to use some of the language of music to dissect it, and understand how it is made, played, appreciated and analysed. In the classroom, students learn how to play an instrument progressively, also building on their understanding of musical notation.

Substantive knowledge in Music focuses on developing children’s knowledge and skills in order for them to become competent musicians. This is achieved through deliberate practice and learning about music from a range of genres, styles, periods and artists.

Disciplinary knowledge brings in the nine interrelated dimensions of music (above) and how this is used when singing, composing, improvising and playing.

Music lessons are taught weekly and, combined with our singing assembly, we ensure pupils have at least one hour of music per week.

## IMPLEMENTATION – Performance

	Autumn	Spring	Summer
Opportunities for performance	<p>Rec – Year 6 Harvest Celebration</p> <p>Rec – Year 2 Nativity Performance</p>	<p>Rec – Year 6 Spring Concert</p> <p>Rec – Year 6 Easter Labyrinth</p>	<p>Year 2- Year 6 Musical</p> <p>(Previous performances have included 'Joseph &amp; The Amazing Technicolour Dreamcoat', 'Olivia' and 'The Jungle Book')</p>

## IMPLEMENTATION – Appraisal

*'Music of the Week' offers pupils the opportunity for pupils to explore the best of what has been thought and said in the musical world. Previous 'Music of the Week' pieces have included:*

	Genre	Artist	Title
<p>Music of the Week</p> <p>(Sample)</p>	Rhythm & Blues	John Legend Feat. Arianna Grande	Tale as old as Time
	Ska	Madness	Baggy Trousers
	Pop	Kylie Minogue	I Should Be So Lucky
	Classical	Wolfgang Amadeus Mozart	Eine Kleine Nachtmusik
	Boy Bands	Take That	Never Forget
	Legendary Women	Aretha Franklin	Respect
	Brit-Pop	Stone Roses	Waterfall

	Blues	Etta James	At Last
	Pop Punk	Pink	Time
	Rock and Roll	Elvis Presley	Jailhouse Rock
	Northern Soul	Massive Attack	Unfinished Symphony
	Dance	Pet Shop Boys	Go West
	Show Tunes	Les Miserables	One Day More

## IMPLEMENTATION – Learning from Professionals & Amateurs

Alongside our curriculum offer, opportunities for pupils to watch and appraise professional and amateur musicians are timetabled into the curriculum. For example, pupils had the opportunities to watch a recorder troupe perform, professional brass quartet 'Backchat Brass', visit the theatre to watch a pantomime and Upper Key Stage 2 pupils attended a West-End show. Peripatetic music teachers visit school weekly to work alongside individuals and groups and occasionally attend assemblies.

## IMPLEMENTATION – Extra-Curricular Clubs

As part of our well-planned extra-curricular programme, pupils have the opportunity to attend musical clubs throughout the year. Currently, pupils in Upper Key Stage 2 may attend Advanced Recorder Club and pupils from Year 2 – Year 4 attend Handbell Club.

# IMPLEMENTATION – Music Long Term Planning

Year A	Rec	Y1	Y2/3	Y4/5	Y6
Autumn 1	Me	My Musical Heartbeat	Writing Music Down	Instrumental Tuition	Melody & Harmony in Music
Autumn 2	My Stories	Dance, Sing & Play	Playing in a Band		Developing Ensemble Skills
Spring 1	Everyone!	Exploring Sounds	More Musical Styles		Creative Composition
Spring 2	Our World	Learning to Listen	Instrumental Tuition	Enjoying Musical Styles	Musical Styles Connect Us
Summer 1	Big Bear Funk	Having Fun with Improvisation		Freedom to Improvise	Improvising With Confidence
Summer 2	Reflect, Rewind & Replay	Let's Perform Together		End of Year Production	End of Year Production
Year B	Rec	Y1	Y2/3	Y4/5	Y6
Autumn 1	Me	My Musical Heartbeat	Pulse, Rhythm & Pitch	Musical Structures	Melody & Harmony in Music
Autumn 2	My Stories	Dance, Sing & Play	Playing in an Orchestra	Exploring Feelings When You Play	Developing Ensemble Skills
Spring 1	Everyone!	Exploring Sounds	Inventing a Musical Story	Composing and Chords	Creative Composition
Spring 2	Our World	Learning to Listen	Recognising Different Sounds	Feelings Through Music	Musical Styles Connect Us
Summer 1	Big Bear Funk	Having Fun with Improvisation	Exploring Improvisation	Expression & Improvisation	Improvising With Confidence
Summer 2	Reflect, Rewind & Replay	Let's Perform Together	End of Year Production	End of Year Production	End of Year Production

Summer 1	Big Bear Funk	Having Fun with Improvisation	Exploring Improvisation	Expression & Improvisation	Improvising With Confidence
Summer 2	Reflect, Rewind & Replay	Let's Perform Together	End of Year Production	End of Year Production	End of Year Production

## IMPLEMENTATION – Progression in Notation

	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>National Curriculum KS2</b> <i>To use and understand the staff and other musical notations.</i>		Develop the concept of pattern work using rhythm grids and begin to use graphic notation.	Perform from graphic notation and begin to learn crotchets and quavers.	Perform and compose using at least 3 pitched notes and simple rhythms (crotchets, quavers, minims and rests)	Perform from and compose using 5 pitched notes	Perform from and compose using 5-8 pitched notes;	Perform from and compose using 5-8 pitched notes;

## IMPLEMENTATION – National Curriculum Objectives

	Rec	End of Key Stage 1	End of Key Stage 2
<b>Interrelated Dimensions of Music:</b>  Pulse Rhythm Pitch Temp Dynamics Timbre Texture Structure Notation	<ul style="list-style-type: none"> <li>Begin to build a repertoire of songs</li> <li>Explore the different sounds of instruments</li> <li>Represent their own ideas, thoughts and feelings through music</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs, speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understand to high quality live and recorded music.</li> <li>Experiment with, create, select and combine sounds using their interrelated dimensions of music.</li> </ul>	<ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music.</li> <li>Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>Use and understand staff and other musical notations.</li> <li>Appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> </ul>



## IMPLEMENTATION - Progression in Music Knowledge (Sticky Knowledge)

	Rec	Y1	Y2/3	Y4/5	Y6
<p>Interrelated Dimensions of Music:</p> <p>Pulse Rhythm Pitch Temp Dynamics Timbre Texture Structure Notation</p>	<p>Listen and respond verbally and with movement to different songs and pieces of music in different styles. Be encouraged to find the pulse, use their imaginations, dance and enjoy themselves. Learn to follow and copy instructions. Learn the foundations of the interrelated dimensions of rhythm, pulse and pitch. Learn to sing or sing along to nursery rhymes and action songs. Be encouraged to improvise and play classroom instruments and to share and perform.</p>	<p>Understanding Music: -Find and keep a steady beat. - Play or clap simple rhythmic patterns -Respond to different high and low pitches</p> <p>Improvise Together: - Keep a steady beat when improvising -Clap rhythms creating long or short sounds -Improvise using 1, 2 or 3 notes</p> <p>Listen &amp; Respond: -Listen carefully and copy back actions. -Respond to the questions, thinking about the music. -Learn some facts about the song.</p>	<p>By the end of Year 3:</p> <p>Improvisation &amp; Composition: - Know how to order sounds to create a beginning, middle and end. -Know how to maintain a strong sense of pulse and self-correct when going out of time. -Know how to perform simple patterns and accompaniments keeping a steady pulse -Know how to play simple melodies on tuned percussion. -Know how to use different elements (beat, tempo, dynamics, pulse). -Know how to compose melodies and songs.</p> <p>Singing: -Know how to sing and follow a melody -Know how to sing or clap increasing and decreasing in tempo. -Know how to sing a tune with expression</p> <p>Appreciation: -Know how to listen out for particular key aspects when listening to music. -Know how to describe what I like / dislike about a piece of music using musical vocabulary.</p>	<p>By the end of Year 5:</p> <p>Improvisation &amp; Composition: - Know how to improvise using repeated patterns. -Know how to use notation to record and interpret a sequence of notes - Know how to use notations to record compositions -Know how to improvise in a group using melodic and rhythmic phrases - Know how to compose music which meets a particular criterion -Know how to choose the most appropriate tempo.</p> <p>Singing: -Know how to perform a simple part rhythmically -Know how to sing songs from memory with accurate pitch and control of breathing -Know how to breathe in the correct place when singing -Know how to maintain my part whilst others are performing theirs</p> <p>Appreciation: -Know how identify the genre / purpose of a piece of music -Know how to identify the style of work composed by different composers -Know how to explain why I think music is successful / unsuccessful,</p>	<p>By the end of KS2:</p> <p>Improvisation &amp; Composition: - Know how to use a variety of different musical instruments in my composition. -Know how the venue, occasion and purpose affects the way a piece of music is created.</p> <p>Singing: Sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone.</p> <p>Appreciation: -Know the impact a composer has had on their time era and the people.</p> <p>Playing: Know how to play and perform in small groups or solo with increasing accuracy, fluency, control and expression.</p>

				Playing:	
			<p>-Know the works of at least one famous composer.</p> <p>Playing: Know how to perform simple patterns and accompaniments whilst keeping a steady pulse.</p> <p>-Know how to sing or clap increasing or decreasing in tempo.</p> <p>-Begin to know how to use a variety of dynamics and tempo in my playing.</p>	<p>-Know how to develop sensitivity in playing and singing using dynamics and tempo</p> <p>-Know how to play and perform with increasing accuracy, fluency, control and expression.</p>	

## IMPLEMENTATION – Music in EYFS

### Why do we teach Music? Why do we teach it the way we do?

At Hunton & Arrathorne Primary School our Music Curriculum in the Early Years Foundation stage intends to inspire creativity, self expression and confidence. We aim to develop the children's knowledge and appreciation of music from different period, genres, traditions and styles. A love of music is fostered through exposing children to diverse musical experiences, composing using percussion instruments, finding their voices as singers and developing their confidence as performers.

### What do we teach? What does this look like?

At our school, we believe music is a unique way of communicating that can inspire and motivate children. The children's music journey begins by encouraging them to explore making different sounds in different ways, listen and respond to a range of music and sing songs and nursery rhymes. In Reception we have adopted the 'Sparkyard' music scheme as we believe in a practical, exploratory and child led approach to musical learning. The children engage in weekly sessions to develop their understanding of music. The children are exposed to music of different periods, genres, traditions and styles. In the Early Years Foundation there are continuous provision areas where the children have access to a range of quality resources. It is in these areas where the children develop their love of music, creating their own compositions and perform for each other. It also ensures that children acquire the musical vocabulary and skills to develop their ability to compose and play music. The children experience performing to a wider audience in our Christmas nativity plays.

### What will this look like? By the time children leave our EYFS they will able to:

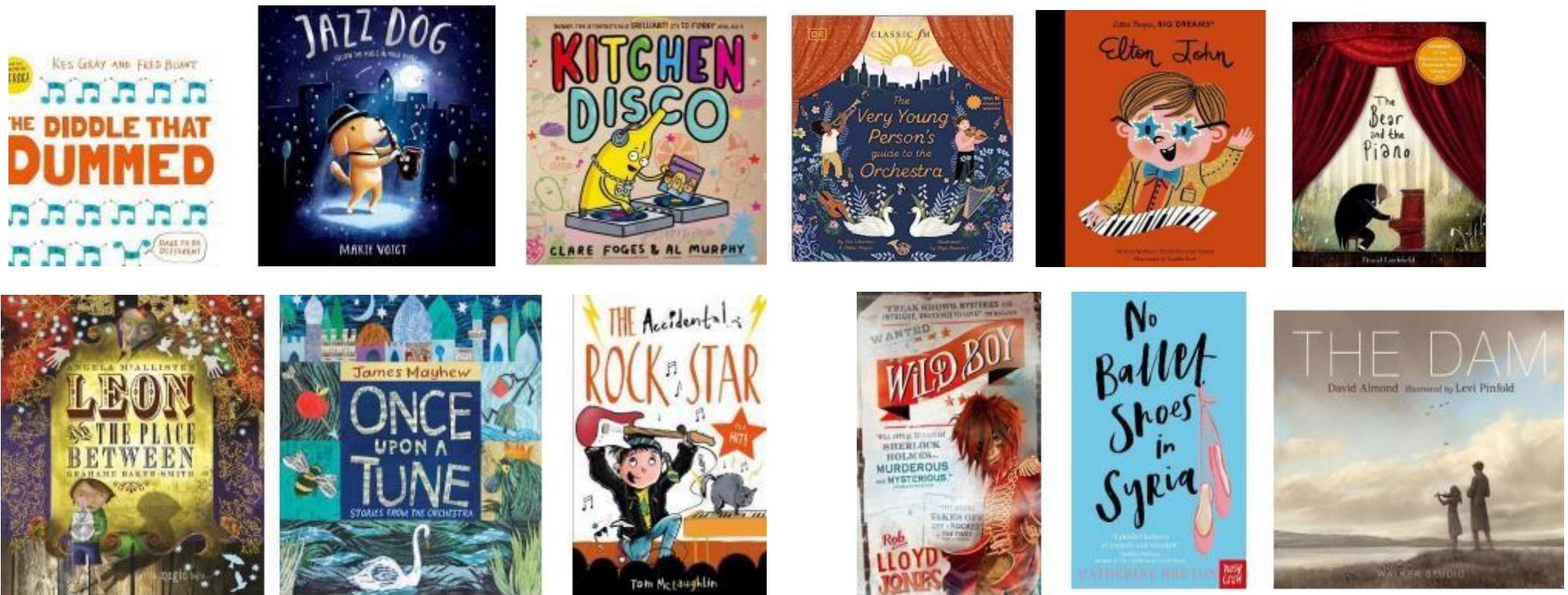
#### Expressive Arts and Design

- Sing a range of well-known nursery rhymes and songs.

- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

## IMPLEMENTATION – Reading as Musicians...

As Lifelong Readers, we want to inspire our children to ‘read as musicians’. We have a carefully planned and sequenced reading spine to further engage the children and provide them with high quality texts in line with their current topic in music. Please see a sample of our core texts for Music below.



## IMPACT- The Music Curriculum

Whilst in school, children have access to a varied programme, which allows students to discover areas of strength, as well as areas they might like to improve upon. The integral nature of music and the learner creates an enormously rich palette from which a student may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to students individually, as well as ethnicities from across the world. Children are able to enjoy music, in as many ways as they choose- either as listener, creator or performer. They can dissect music and comprehend its parts. They can sing and feel a pulse. They understand how to further develop skills less known to them, should they ever develop an interest in their lives.