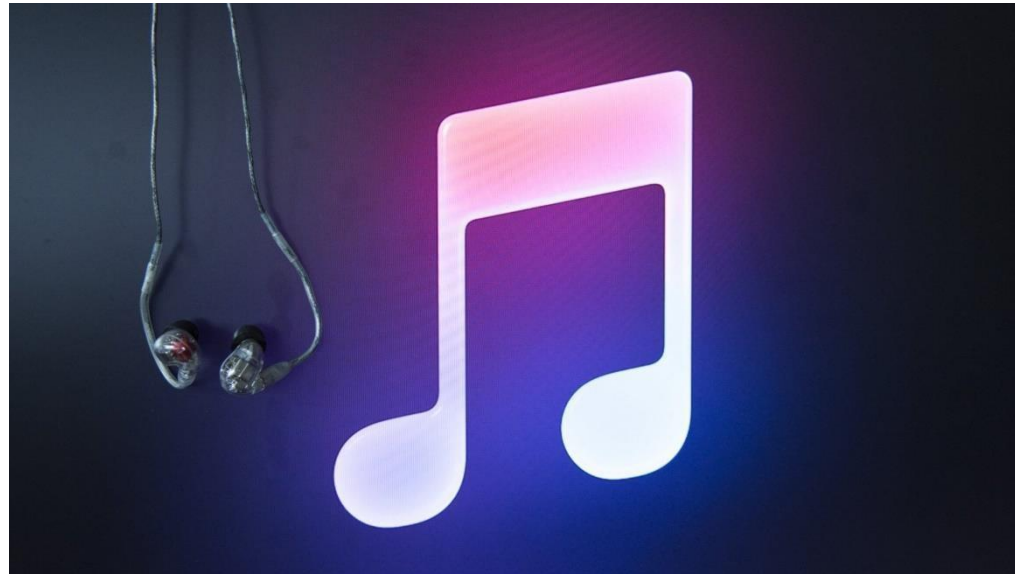




Curriculum:

# 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 and have previously had excellent success in the 'Wensleydale Tournament of Song'. 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.

In terms of our individual children, they enjoy taking part in musical events within the community. We have recognised that they lack exposure to wider musical events and music plays a big part in our ambition for pupils when they leave the school, both in terms of performing, learning an instrument and exposure to a wide variety of music.

## **IMPLEMENTATION-The Music Curriculum**

The music curriculum ensures students sing, listen, play, perform and evaluate. Music is taught through the Charanga Music

<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>

Schools programme from Reception – Year 6. During either Year 3 or Year 4, the children also develop instrumental skills through specialist music teaching from North Yorkshire Music Service. Presently, pupils in Year 3/4 have weekly saxophone lessons.

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 said. 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 1 hour of music per week.



## IMPLEMENTATION – Progression in Music

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
CONTROLLING SOUNDS THROUGH SINGING AND PLAYING (PERFORMING)	<ul style="list-style-type: none"> <li>I can use my voice in different ways such as speaking, singing and chanting</li> <li>I can play tuned and untuned instruments with control.</li> <li>I follow instructions on how and when to sing or play an instrument.</li> <li>I can make and control long and short sounds, using voices and instruments.</li> <li>I can imitate changes in pitch.</li> <li>I can perform simple rhythmic patterns showing an awareness of pulse.</li> <li>I take notice of others when I am performing</li> </ul>	<ul style="list-style-type: none"> <li>I take part in singing songs, following the tune (melody) well.</li> <li>I use my voice to good effect.</li> <li>I perform with others', taking instructions from the leader.</li> <li>I can perform rhythmical patterns and accompaniments, keeping a steady pulse.</li> <li>I can use my voice and instruments to make loud and quiet sounds (dynamics).</li> </ul>	<ul style="list-style-type: none"> <li>I take part in singing songs, following the tune (melody) well, with accurate pitch and using expression.</li> <li>I use my voice to maintain a simple part.</li> <li>I perform with others', singing in unison and taking instructions from the leader.</li> <li>I can vary dynamics with my voice and instruments when working alone or with others</li> <li>I sing in unison and in tune with expression and sense of phrase, showing control in my voice.</li> <li>I use my voice or an instrument to maintain a simple part.</li> <li>I understand the importance of pronouncing the words in a song well.</li> <li>I play notes on instruments with care so they sound clear.</li> <li>I perform with control and awareness of what others in the group are singing or playing.</li> </ul>		<ul style="list-style-type: none"> <li>I sing in tune and show control, breathing well and using clear diction.</li> <li>I perform songs with an awareness of the meaning of the words.</li> <li>I hold my part in a round.</li> <li>I perform songs in a way that reflects their meaning and the occasion.</li> <li>I can sustain a drone or melodic ostinato to accompany singing.</li> <li>I can play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).</li> <li>I can improvise within a group.</li> <li>I sing or play from memory with confidence, expression and in tune.</li> <li>I perform alone and in a group, with clear diction, controlled pitch and sense of phrase.</li> <li>I take turns to lead a group.</li> <li>I hold my part in a round.</li> <li>I am confident in singing or playing solo.</li> <li>I sing a harmony part confidently and accurately.</li> <li>I maintain my own part with an awareness of what others are playing or singing</li> </ul>	

	Year 1	Year 2	LKS2	UKS2
CREATING AND DEVELOPING MUSICAL IDEAS (COMPOSING)	<ul style="list-style-type: none"> <li>I can copy a simple pattern of long and short sounds.</li> <li>I can make a sequence of long and short sounds with help.</li> <li>I can use invented or real symbols to invent and record simple rhythm patterns.</li> </ul>	<ul style="list-style-type: none"> <li>I can copy a simple pattern of long and short sounds.</li> <li>I can make a sequence of long and short sounds with help.</li> <li>I can use invented or real symbols to invent and record simple rhythm patterns.</li> </ul>	<ul style="list-style-type: none"> <li>I carefully choose sounds and order them to achieve an effect. (including use of ICT).</li> <li>I create short rhythmic phrases and record these using real or invented symbols.</li> <li>I can create short musical patterns.</li> <li>I show control when playing musical instruments so that they sound, as they should.</li> <li>I use changes in pitch to communicate an idea.</li> <li>I can begin to join simple layers of sound e.g. a background rhythm and a solo melody.</li> </ul>	<ul style="list-style-type: none"> <li>I know how to make creative use of the way sounds can be changed, organised and controlled (including ICT).</li> <li>I create my own songs showing understanding of the link between music and lyrics.</li> <li>I can create rhythmic patterns with an awareness of timbre and duration.</li> <li>I create music, which reflects given intentions and uses notations as a support for performance.</li> <li>I identify where to place emphasis and accents in a song to create effects.</li> <li>I can vary and maintain rhythms to fit style e.g. blues, waltz, African etc</li> </ul>
	<ul style="list-style-type: none"> <li>I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc).</li> <li>I can make sounds that are very different (loud and quiet, high and low etc).</li> </ul>	<ul style="list-style-type: none"> <li>I can choose sounds to represent different things (ideas, thoughts, feelings, moods etc).</li> <li>I can make sounds that are very different (loud and quiet, high and low etc).</li> </ul>	<ul style="list-style-type: none"> <li>I compose and perform melodies and songs, using simple repeated patterns. (Including using ICT.)</li> <li>I use sound to create abstract effects.</li> <li>I recognise and create repeated patterns with a range of instruments.</li> <li>I can join layers of sound thinking about musical dynamics of each layer and understanding the effect.</li> <li>I carefully choose, order, combine and control sounds with awareness of their combined effect.</li> </ul>	<ul style="list-style-type: none"> <li>I demonstrate imagination and confidence in the use of sound.</li> <li>I use ICT to organize my musical ideas.</li> <li>I show thoughtfulness in selecting sounds and structures to convey an idea.</li> <li>I use a variety of different musical devices including melody, rhythms, and chords.</li> <li>I can create and improvise melodic and rhythmic phrases as part of a group performance.</li> <li>I can compose by developing ideas within a range of given musical structures.</li> </ul>

	Year 1	Year 2	LKS2	UKS2
RESPONDING AND REVIEWING (APPRAISING)	<ul style="list-style-type: none"> <li>I can show that I can hear different moods in music.</li> <li>I can recognize fast, medium and slow tempos.</li> <li>I can recognise that sections of music can sound the same or different.</li> <li>I can talk about how music makes you feel e.g. It makes me want to jump/sleep/shout etc.</li> <li>To think about and begin to make suggestions about what could make their work better e.g. play faster/louder etc.</li> </ul>	<ul style="list-style-type: none"> <li>I can show that I can hear different moods in music and explain changes in sounds.</li> <li>I can recognize fast and slow tempos</li> <li>I can listen carefully to music, recognising the build up of layers, such as the different instruments.</li> <li>I can recognise that songs may be verse, chorus, verse, or beginning, middle, end etc.</li> <li>I can identify what improvements could be made to own work and make these changes, including altering use of voice, choice of instruments etc.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the beat in music.</li> <li>I recognise changes in timbre, dynamics and pitch.</li> <li>I can recognise the build up of layers in music.</li> <li>I can suggest ways to increase layers of sound to improve performance.</li> <li>To comment on the effectiveness of own work, identifying and making improvements.</li> <li>I can listen to and evaluate a wide range of live and recorded music, including from different times and cultures.</li> <li>I describe music using words such as duration, timbre, pitch beat, tempo, and texture.</li> <li>I use these words to identify where my music works well and how it can be improved.</li> <li>I listen to several layers of sound and talk about the effect on the mood and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>I have a range of words to help me describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence)</li> <li>I can evaluate how music is affected by venue, occasion, purpose and performer.</li> <li>I can describe my music using musical words and I use this to identify strengths and weaknesses in my music.</li> <li>I understand how lyrics reflect the cultural context and have social meaning.</li> <li>I use this knowledge to enhance my own compositions.</li> <li>I appreciate harmonies and work out how drones and melodic ostinati are used to accompany singing.</li> <li>I can vary and maintain rhythms to fit style e.g. blues, waltz, African etc.</li> <li>I can evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved.</li> </ul>

	Year 1	Year 2	LKS2	UKS2
LISTENING, AND APPLYING KNOWLEDGE AND UNDERSTANDING	<ul style="list-style-type: none"> <li>• With help, I can make sounds with a slight difference.</li> <li>• I can use my voice in different ways to create different effects.</li> <li>• I can explore different sound materials such as skin, wood, metal and clay.</li> <li>• I can explore different ways to play instruments such as shaking, hitting, plucking and scraping.</li> <li>• I can listen out for different types of sounds.</li> <li>• I can begin to represent sounds with simple marks and symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• With help, I can make sounds with a slight difference.</li> <li>• I can use my voice in different ways to create different effects.</li> <li>• I can explore different sound materials such as skin, wood, metal and clay.</li> <li>• I can explore different ways to play instruments such as shaking, hitting, plucking and scraping.</li> <li>• I can make and use different sounds to create an effect.</li> <li>• I can listen out for different types of sounds.</li> <li>• I can confidently represent sounds with a range of symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• I listen carefully and recall short rhythmic and melodic patterns.</li> <li>• I use my knowledge of dynamics, timbre and pitch to organize my music.</li> <li>• I know how sounds can be made and changed to suit a situation.</li> <li>• I make my own signs and symbols to make, record my music.</li> <li>• I know how many beats in a minim, crotchet and semibreve and recognize their symbols.</li> <li>• I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)</li> <li>• I recognise how musical elements can be used together to compose music.</li> <li>• I recognize the correct symbol for a minim, crotchet and semibreve and use them in compositions.</li> <li>• I know the symbol for a rest in music, and use silence for effect in my music.</li> <li>• I describe the different purposes of music throughout history and in other cultures.</li> <li>• I know that the sense of occasion affects the performance.</li> <li>• I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)</li> </ul>	<ul style="list-style-type: none"> <li>• I can read the musical staff, including the time signature and can work out the notes, EGBDF and FACE.</li> <li>• I can draw a treble clef at the correct position on the staff.</li> <li>• I use the venue and sense of occasion to create performances that are well appreciated by the audience.</li> <li>• I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures).</li> <li>• I can begin to discuss how music has been changed over time.</li> <li>• I know and use standard musical notation to both perform and record my music.</li> <li>• I use my musical vocabulary to help me understand how best to combine musical elements.</li> <li>• I can quickly read notes and know how many beats they represent.</li> <li>• I understand the different cultural meanings and purposes of music, including contemporary cultural</li> <li>• Use different venues and occasions to vary my performances.</li> <li>• I know that music can be played or listened to for a variety of purposes. (including throughout history and in different cultures)</li> </ul>



## **IMPLEMENTATION – Performance**

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Opportunities for performance</b>	<b>Rec – Year 6 Harvest Celebration</b>  <b>Rec – Year 2 Nativity Performance</b>	<b>Rec – Year 6 Spring Concert</b>  <b>Rec – Year 6 Easter Labyrinth</b>	<b>Year 2- Year 6 Musical</b>  (Previous performances have included Joseph & The Amazing Technicolour Dreamcoat)

## **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:*

	<b>Genre</b>	<b>Artist</b>	<b>Title</b>
<b>Music of the Week (Autumn 2022)</b>	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

	<b>Blues</b> <b>Pop Punk</b> <b>Rock and Roll</b> <b>Northern Soul</b> <b>Dance</b> <b>Show Tunes</b>	<b>Etta James</b> <b>Pink</b> <b>Elvis Presley</b> <b>Massive Attack</b> <b>Pet Shop Boys</b> <b>Les Miserables</b>	<b>At Last</b> <b>Time</b> <b>Jailhouse Rock</b> <b>Unfinished Symphony</b> <b>Go West</b> <b>One Day More</b>
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### **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, in 2021-2022, pupils had the opportunities to watch a recorder troupe perform, 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	R/Y1	Y2	Y3/4	Y5/6
Autumn 1	Me	Hands, Feet, Heart	Three Little Birds	Living on a Prayer
Autumn 2	My Stories	Ho Ho Ho	Stop!	Make You Feel My Love
Spring 1	Everyone!	I Wanna Play in a Band	Lean on Me	The Fresh Prince of Belair
Spring 2	Our World	Zootime	Mamma Mia	Dancing on the Street
Summer 1	Big Bear Funk	Friendship Song	Reflect, Rewind and Replay	Music and Me
Summer 2	Reflect, Rewind and Replay	Reflect, Rewind and Replay	EOY Performance	EOY Performance

Year B	R/Y1	Y2	Y3/4	Y5/6
Autumn 1	Hey You	Hands, Feet, Heart	Saxophone (Music Service)	Happy
Autumn 2	Rhythm in the Way we Walk..	Ho Ho Ho		A New Year Carol
Spring 1	In the Groove	I Wanna Play in a Band		Classroom Jazz 1
Spring 2	Round and Round	Zootime		Classroom Jazz 2
Summer 1	Your Imagination	Friendship Song		You've Got a Friend
Summer 2	Reflect, Rewind & Replay	Reflect, Rewind and Replay		EOY Performance

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

Year Group	Key Knowledge (Principally taken from Charanga scheme)
<b>Reception</b>	<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>
<b>Year 1</b>	<p>Start to understand that pitch is high and low sounds.            Start to understand how pulse, rhythm and pitch work together.            Find the pulse in music.            Copy back rhythms and pitch.            Recognise and name some instruments they hear.            Rap and sing in time to music.            Play and perform on glockenspiels note C (or C &amp; G).            Improvise using note C (or C &amp; G).            Compose a simple melody using simple rhythms and perform using notes C &amp; D (or C, D &amp; E).            Listen to Rap, Reggae, Classical, Pop and Hip Hop music and recognise the genre.</p>
<b>Year 2</b>	<p>Learn to sing, play, improvise and compose.            Find the pulse in music.            Listen to and copy back rhythms and pitch.            Recognise and name some instruments they hear.            Use imagination, movement and dance and have fun.            Play and perform on glockenspiels notes: 1. G, A &amp; C. 2. D &amp; C            Improvise using notes 1. C &amp; D. 2. F &amp; G            Compose a simple melody using simple rhythms and perform using notes 1. C &amp; D. 2. F &amp; G Perform songs with singing, glockenspiels and movement.            Listen and appraise different styles of South African music, Rock and Classical music.</p>

<b><u>LKS2</u></b>	Know how to find and demonstrate the pulse. Know the difference between pulse and rhythm. Know how pulse, rhythm and pitch work together to create a song. Know that every piece of music has a pulse/steady beat. Know the difference between a musical question and an answer.
<b><u>UKS2</u></b>	Know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. Choose a song and be able to talk about: <ul style="list-style-type: none"><li>o Its main features</li><li>o Singing in unison, the solo, lead vocal, backing vocals or rapping</li><li>o To know what the song is about and the meaning of the lyrics</li><li>o To know and explain the importance of warming up your voice</li></ul> Know that a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure Notation: recognise the connection between sound and symbol

## **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 have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.