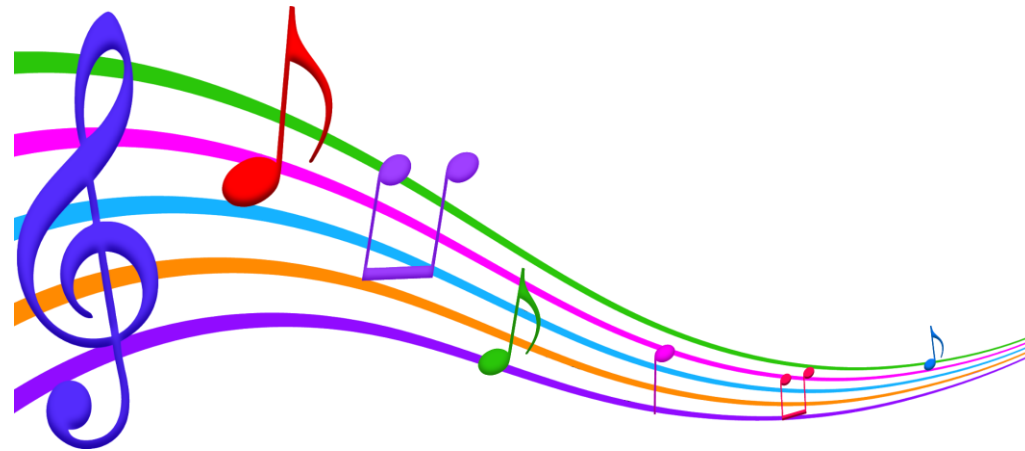


Music

Progression of Skills and Knowledge Document



Introduction

The purpose of this document is to outline the approach and method that has been adopted to implement the music curriculum at Moorfield. It sets out what we aim to achieve and the knowledge and understanding that we have apportioned to each class and key stage. The decisions made have been done so by reference to the school's Mission Statement, the staff and Governing Body's vision for the future of our school. This document summarises the organisation of the music curriculum and the school's method of securing children's entitlement to essential knowledge and skills to equip them for the next stage of their education and for later life.

Aims

- To ensure standards remain high and English and Maths is taught discretely
- To ensure reading remains a high priority
- To utilize the rich resource and history of our local community of Irlam
- To support our school's values and ethos
- To ensure pupils leave as 'well rounded' and confident individuals
- To ensure the wider sports curriculum and the arts are a key focus

Curriculum End Points

By the time our musicians leave us in year 6 we want them to have:

- learn to sing and play a musical instrument with musical understanding and control
- have opportunities to develop their musical skills further, inspiring them to engage in musical activity throughout their lives
- feel the communal bonding experience of playing and singing with others, being part of something greater than themselves
- experience the joy and satisfaction of creating their own music
- develop a deep understanding and love of music from a wide range of cultures and traditions that will grow throughout their lives
- know they are able to contribute to and be part of the cultural life and identity of their local area

Intent

At Moorfield we aim to engage, motivate and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon. (The National Curriculum).

Music teaching at Moorfield aims to follow the requirements of the National Curriculum for music; providing a broad, balanced and differentiated curriculum; ensuring the progressive development of musical concepts, knowledge and skills. Music is a unique way of communicating, it is a vehicle for personal expression, and it can play an important part in personal and cognitive development. Music at Moorfield aims to reflect the culture and society that we live in, and so the teaching and learning of music enables children to better understand the world they live in. Music can be a highly academic and demanding subject but we also aim to make it a creative and enjoyable activity. Music also plays an important part in helping children to feel part of a

community and so we provide opportunities for all children to create, play, perform and enjoy music, to develop their skills, to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

We have five threshold concepts in music:

- Use of voice expressively and creatively
- Play tuned and untuned instruments
- Listen with concentration and understanding
- Musical notation

Implementation

We recognise that musical teaching and learning is not neat or linear and that children do not learn in straight lines. Repeating a musical skill doesn't mean their progress is slowing down or their development is moving backwards, it enables pupils to reinforce musical understanding in order to improve the quality of their musicianship.

Our Music Curriculum Plan allows children to develop new music skills and concepts whilst also revisiting and embedding established musical skills and concepts. Achieving mastery in Music means gaining both a deeper understanding of musical skills and concepts whilst also learning something new. Our Curriculum Plan ensures the curriculum is covered and the skills, knowledge and vocabulary taught are progressive from year group to year group.

Music is a foundation subject in the National Curriculum and the Music curriculum at Moorfield is in line with the 2014 Primary National Curriculum in England requirements for KS1, KS2 and the Foundation stage curriculum. Music teaching will deliver the requirements of the National Curriculum through the Charanga scheme of work, ensuring consistency and progression throughout the school.

Impact

All children regardless of any disadvantages or additional needs are offered the opportunity to study a musical instrument with peripatetic teachers in KS2. These lessons are organised using MAPAS. Parents who want their children to participate pay for music lessons on a termly basis for the whole academic year. Children are given numerous opportunities to perform throughout the academic year and build on their skills as performers. Children are encouraged to develop commitment to a tuned instrument and carry it with them as a desirable skill into the next stage of their education.

Music long term plan

Music Long Term Plan						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
N	Singing songs Speaking chants and rhymes	Singing songs Speaking chants and rhymes	Singing songs Speaking chants and rhymes	Singing songs Speaking chants and rhymes	Singing songs Speaking chants and rhymes	Singing songs Speaking chants and rhymes
R	Singing songs Speaking chants and rhymes	Singing songs Speaking chants and rhymes	Singing songs Speaking chants and rhymes	Singing songs Speaking chants and rhymes	Singing songs Speaking chants and rhymes	Singing songs Speaking chants and rhymes
Yr1	Hey You How pulse, rhythm and pitch work together.	Rhythm In The Way We Walk and The Banana Rap Pulse, rhythm and pitch, rapping, dancing and singing.	In the Groove How to be in the groove with different styles of music.	Round and Round Pulse, rhythm and pitch in different styles of music.	Your Imagination Using your imagination.	Reflect, Rewind & Replay The history of music, look back and consolidate your learning, learn some of the language of music.
Yr2	Hands, Feet, Hear South African music	Ho, Ho, Ho Festivals and Christmas	I Wanna Play in a Band Playing together in a band	Zootime Reggae and animals	Friendship Song A song about being friends	Reflect, Rewind & Replay The history of music, look back and consolidate your learning, learn some of the language of music
Yr3	Let Your Spirit Fly RnB and other styles	Glockenspiel Stage 1 Exploring & developing playing	Three Little Birds Reggae and animals	The Dragon Song Music from around the world, celebrating	Bringing Us Together Disco, friendship,	Reflect, Rewind & Replay The history of music,

		skills		our differences and being kind to one another	hope and unity	look back and consolidate your learning, learn some of the language of music
Yr4	Mamma Mia ABBA's music	Glockenspiel 2 Exploring and developing playing skills using the glockenspiel	Stop! Writing lyrics linked to a theme	Lean On Me Soul/Gospel music and helping one another	Blackbird The Beatles, equality and civil rights	Reflect, Rewind & Replay The history of music, look back and consolidate your learning, learn some of the language of music
Yr5	Livin' On a Prayer Rock Anthems	Classroom Jazz 1 Jazz and Improvisation	Make You Feel My Love Pop Ballads	The Fresh Prince of Bel-Air Old School Hip-Hop	Dancing in the Street Motown	Reflect, Rewind & Replay The history of music, look back and consolidate your learning, learn some of the language of music
Yr6	Happy Being happy!	Classroom Jazz 2 Jazz, improvisation and composition	A New Year Carol Benjamin Britten's music and cover versions	You've Got A Friend The music of Carole King	Music and Me Create your own music inspired by your identity and women in the music industry	Reflect, Rewind & Replay The history of music, look back and consolidate your learning, learn some of the language of music
In addition to the above, both KS1 and KS2 have weekly singing assemblies where both traditional and more modern songs are practised.						

National Curriculum Content

National Curriculum Content – Music				
KS1	Coverage	Autumn	Spring	Summer
	NC Skills	<p>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</p> <p>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</p> <p>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.</p>		
Y1	NC Content	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high quality live and recorded music</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high quality live and recorded music</p> <p>play tuned and untuned instruments musically</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high quality live and recorded music</p>
Y2	NC Content	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high quality live and recorded music</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high quality live and recorded music</p> <p>experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>listen with concentration and understanding to a range of high quality live and recorded music</p>

<p>KS2</p>	<p>NC Skills</p>	<p>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</p> <p>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</p> <p>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.</p>		
<p>Y3</p>		<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>use and understand staff and other musical notations</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p>
<p>Y4</p>		<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>
<p>Y5</p>		<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p>

Y6		<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>develop an understanding of the history of music.</p>
----	--	---	---	--

Skills in music

Skills Music					
Milestone 1		Milestone 2		Milestone 3	
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Threshold Concept					
Use of voice expressively and creatively					
<p>*Discover how the voice can produce rhythm and pulse, high and low (pitch) to create different effects.</p> <p>*Sing with expression, confidence and creativity</p>	<p>*Sing with a sense of the shape of a melody. Improvise in making sounds with the voice.</p> <p>*Perform songs using creativity and expression and create dramatic effect.</p>	<p>*Sing in tune.</p> <p>*Perform simple melodic and rhythmic parts. Improvise repeated patterns. *Begin to understand the importance of pronouncing the words in a song well.</p> <p>*Start to show control in voice.</p> <p>*Perform with confidence.</p>	<p>*Sing in tune with awareness of others.</p> <p>*Perform simple melodic and rhythmic parts with awareness of others.</p> <p>*Improvise repeated patterns growing in sophistication. Maintain a simple part within a group. *Understand the importance of pronouncing the words in a song well.</p>	<p>*Create songs with an understanding of the relationship between lyrics and melody.</p> <p>*Maintain parts with awareness of how the different parts fit together and the need to achieve an overall effect.</p> <p>*Breathe well and pronounce words, change pitch and show control in singing. *Perform songs</p>	<p>*Perform significant parts from memory and from notations with awareness of contribution.</p> <p>*Sing or play from memory with confidence, expressively and in tune.</p> <p>*Perform alone and in a group, displaying a variety of techniques. *Take turns to lead a group.</p> <p>*Sing a harmony part confidently and</p>

			*Show control in voice.	with an awareness of the meaning of the words. Hold a part in a round. *Perform songs in a way that reflects there meaning and the occasion.	accurately.
Threshold Concept Play tuned and untuned instruments					
*Play instruments to a steady beat. *Understand how to hold and play an instrument with care. *Explore the different sounds instruments make. *Choose an instrument to create a specific sound.	*Play instruments showing an awareness of others. *Repeat and investigate simple beats and rhythms. *Understand how to play an instrument with care and attention.	*Perform simple patterns and accompaniments keeping to a steady pulse. *Recognise and explore how sounds can be organised. *Understand how to control playing a musical instrument so that they sound as they should.	*Play notes on instruments with care so they sound clear. *Perform with control and awareness of what others in the group are singing or playing.	*Play an accompaniment on an instrument (e.g. glockenspiel, bass drum or cymbal).	*Compose music that combines several layers of sound. *Create accompaniments for tunes. *Use a variety of different musical devices including melody, rhythms, and chords.
Threshold Concept Listen with concentration and understanding					
*Express feelings in music by responding to different moods in a musical score. *Listen to music and respond by using hand and whole body movements. Listen to different sounds (animal noise, water etc.) and respond with voice and movement	*Choose sounds to represent different things (ideas, thoughts, feelings, moods etc.) *Reflect on music and say how it makes people feel, act and move. *Respond to different composers and discuss different genres of music	*Notice how music can be used to create different moods and effects and to communicate ideas. *Listen and understand how to improve own composition. *Sort composers in to different genres and instruments in to different types	*To notice and explore the way sounds can be combined and used expressively. *Listen to different types of composers and musicians.	*To notice, analyse and explore the way sounds can be combined and used expressively. *To comment on musicians use of technique to create effect.	*Notice and explore the relationship between sounds. *Notice and explore how music reflects different intentions.
Threshold Concept Use musical notation					

			<p>*Learn to read music during lessons.</p> <p>*Use Staff and musical notation when composing work. *Know how many beats in a minim, crotchet and semibreve and recognise their symbols.</p> <p>*Know the symbol for a rest in music, and use silence for effect in my music</p>	<p>*Know and use standard musical notation of crotchet, minim and semibreve. *Read the musical stave and can work out the notes, EGBDF and FACE.</p> <p>*Draw a treble clef at the correct position on the stave.</p>	<p>*Use of a variety of notation when performing and composing.</p> <p>*Quickly read notes and know how many beats they represent. *Use a range of words to help describe music. (e.g. pitch, duration, dynamics, tempo, timbre, texture, and silence.</p>
--	--	--	--	---	--

Vocabulary – words the children need to know

Year 1:

Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination

Year 2:

Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.

Year 3:

Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco.

Year 4:

Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.

Year 5:

Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.

Year 6:

style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.