

Music

Key Concepts Progression Map

	<u>Listening and appraising</u>	<u>Singing</u>	<u>Composing</u>	<u>Performance and Movement</u>
<p>Music is happening through continuous provision regularly with a particular focus on singing new songs and performing. During festivals throughout the year a more focused approach is taken towards singing as a group and performing songs.</p>				
Curriculum objectives		<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs <i>(Autumn term focus)</i> 		<ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.
EYFS	<p>Children listen to a varied range of music tapping or clapping to the pulse and able to identify some familiar instruments.</p>			
Curriculum objectives	<ul style="list-style-type: none"> MU1 / 1.3 Listen with concentration and understanding to a range of high-quality live and recorded music. 	<ul style="list-style-type: none"> MU1/1.1 Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> MU1/1.2 Play tuned and untuned instruments musically. MU1/ 1.4 Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	
KS1 (Team 1)	<ul style="list-style-type: none"> Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Use body percussion and percussion to play repeated rhythm patterns. Explore sounds to aid story telling. Name a range of classroom and orchestral instruments. Describe tempo as fast or slow. Describe dynamics as loud and quiet. Join in sections of the song eg. call and response Start to talk 	<ul style="list-style-type: none"> Sing a range of call and response songs Use voices expressively by singing songs and speaking chants and rhymes Sing songs regularly with increasing vocal control and on pitch. Understand dynamics as being loud and quiet. 	<ul style="list-style-type: none"> Improvise simple vocal chants, using question and answer phrases. Create musical sound effects and short sequences of sounds in response to stimuli. Combine sounds to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves) Use graphic notation to represent sounds. Understand dynamics as being loud and quiet. 	<ul style="list-style-type: none"> Respond to the pulse through movement and dance Perform short copycat rhythm patterns accurately, led by the teacher. Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. Decide on actions and include them in performance. Practice rehearse and share a song that has been learned.

	<p>about the style of a song Recognise some band and orchestral instruments</p>			
<p>KS2 Curriculum objectives</p>	<p>Pupils should be taught to: Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Mu2/1.4 use and understand staff and other musical notations Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Mu2/1.6 develop an understanding of the history of music</p>			
<p>Lower KS2 (Team 2)</p>	<ul style="list-style-type: none"> • Listen with attention to detail, repeat back and identify instruments accurately. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Begin to have an awareness of the different musical periods. • Listen and copy rhythmic patterns made of semibreves, minims, dotted crotchets, crotchets, quavers and their rests by ear or from notation • Identify major and minor tonality • Recognise the following styles and any important musical features that distinguish the style: Disco, Funk, Hip Hop, Calypso, Folk, Mariachi, Gospel, Klezmer, Pop, Rock, Sea Shanty, Salsa, Reggae • Discuss the structures of songs 	<ul style="list-style-type: none"> • Perform as a choir in school assemblies. • Sing a widening range of unison songs of varying styles and structures tunefully and with expression • Sing 'on pitch' and 'in time' • Demonstrate vowel, blended sounds, and consonants. • Rehearse and learn songs from memory. 	<ul style="list-style-type: none"> • Improvise, explore and compose music when responding to stimuli and feelings for a range of purposes using the inter-related dimensions of music. • Children begin to play and experiment in response to a class score (using lettered notation or symbols) and are able to begin to make their own. • Children have an awareness of staff and notation and that pitch is a response to different notes. 	<ul style="list-style-type: none"> • Begin to play and perform in solo and ensemble contexts by using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Reflect on the performance and how well it suited the occasion • Rehearse and enjoy the opportunity to share what has been learned in the lessons • Perform, with confidence and in time, a song from memory or using notation. • Include instrumental parts/improvisatory sections/composed passages within the rehearsal and performance

Upper KS2
(Team 3)

- Critique, evaluate and respond, using musical vocabulary a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.
- Justify a personal opinion with reference to musical concepts
- Explain a bridge passage and its position in a song.
- Recall by ear memorable phrases heard in the music
- Identify the sound of a Gospel choir and soloist, Rock band, symphony orchestra and a cappella groups.
- Be able to discuss the 9 elements of music in relation to what they have heard.

- Sing three-part rounds, partner songs, and songs with a verse and a chorus.
- Sing with accurate pitching and taking attention to phrasing.
- Sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This should include observing rhythm, phrasing, accurate pitching and appropriate style.
- Sing in 3 and 4 part rounds.
- Perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience.
- Demonstrate and maintain good posture and breath control whilst singing
- Sing expressively, with attention to breathing and phrasing
- Sing expressively, with attention to dynamics and articulation

- Improvise, collaborate and compose music for a range of purposes evenly using the inter-related dimensions of music.
- Listen with attention to detail stay, in time during ensemble pieces, know where their vocal or instrumental piece fits and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations and use these to play tuned instruments.
- Reading and responding to minims, crotchets, quavers
- Rehearse and learn to play one of four differentiated instrumental parts in the tonal centres of C major, F major, G major, D major, E major, A major, Eb major, D minor, F minor by ear or from notation

- Create, rehearse, and present a holistic performance with detailed understanding of the musical, cultural and historical contexts.
- Perform from memory or with notation.
- Understand the value of choreographing any aspect of a performance.
- Understand the importance of the performing space and how to use it.
- Record the performance and compare it to a previous performance.
- Discuss how the performance might change if it was repeated in a larger/smaller performance space