

MUSIC : CURRICULUM CONTENT AND PROGRESSION FRAMEWORK

“Music education can help spark a child's imagination or ignite a lifetime of passion. When you provide a child with new worlds to explore and challenges to tackle, the possibilities are endless. Music education should not be a privilege for a lucky few, it should be a part of every child's world of possibility.” Hilary Clinton

Aims

The national curriculum for music aims to ensure that all pupils:

- 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
- 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
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

FOUNDATION

Curriculum Content:	The key things we want children to know/be able to do:
<p>Performing:</p> <ul style="list-style-type: none"> • Investigating and playing different tuned and untuned instruments • Learning and singing well-known songs and songs for the Christmas production • Through the learning of phonics, developing syllabic rhythms <p>Composing:</p> <ul style="list-style-type: none"> • Through 2Explore (Purple Mash) play and record simple melodies by selecting a range of instruments • Using 2Beat (Purple Mash) to explore rhythm and pulse by building up various beats • Sound walks and soundscaping linked to topics • Creating body percussion rhythms using a graphic score • Through an investigation of Williams’ The Lark Ascending, linking different instruments to different animals 	<p>Performing:</p> <ul style="list-style-type: none"> • Pitch match with melodic shape • Sing entire songs e.g nursery rhymes and christmas songs • Perform in a group and some students may perform solo • Move to the sound of instruments and move in time to the pulse • Combining movement and singing eg marching and singing or tapping a drum and singing • Play instruments with expression and follow direction e.g. fast, slow, loud, quiet, stopping and starting together • Keep a steady pulse when playing, moving or singing • Tap rhythms to accompany words (syllabic) <p>Composing:</p> <ul style="list-style-type: none"> • Create music based on a theme e.g. soundscaping • Find and record sounds

<p>Listening and Understanding - Objectives to be taught through:</p> <ul style="list-style-type: none"> • Investigating tuned and untuned instruments • Linking well-known stories to different genres of music • Listening to and discussing a variety of key pieces by the focus composers • Investigating Williams' The Lark Ascending and thinking about the speed and pitch of the music <p>Focus Composers 2020/2021 (2 per half term)</p> <ul style="list-style-type: none"> • Autumn 1: The Beatles, Anna Meredith • Autumn 2: Florence Price, Antonio Vivaldi • Spring 1: Ed Sheeran, Wolfgang Amadeus Mozart • Spring 2: Edward Elgar, Grażyna Bacewicz • Summer 1: Gustav Holst, Ravi Shankar • Summer 2: Hans Zimmer, Joseph Haydn 	<ul style="list-style-type: none"> • Create rhythms using instruments and body percussion <p>Listening and Understanding:</p> <ul style="list-style-type: none"> • Listen to a variety of music from different genres and periods • Describe changes in music and compare pieces of music e.g. fast, slow • Associate genres of music with characters and stories • Name the instruments they see and play in the classroom
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YEAR 1

Curriculum Content:	The key things we want children to know/be able to do:
<p>Performing:</p> <ul style="list-style-type: none"> • Playing body percussion songs • Performing in the Christmas play • Singing and learning entire songs, in weekly singing worships • Playing a range of percussion instruments to accompany well-known songs <p>Composing:</p> <ul style="list-style-type: none"> • Creating a sound piece exploring what 'home' is and how it makes us feel (following investigation of Kerry Andrew's body percussion composition <i>No Place Like</i>) • Through 2Explore (Purple Mash) play and record simple melodies by selecting a range of instruments • Using 2Beat (Purple Mash) to explore rhythm and pulse by building up various beats • Creating a rainstorm soundscape using a graphic score <p>Listening and Understanding - Objectives to be taught through:</p> <ul style="list-style-type: none"> • Listening to and discussing a variety of key pieces by the focus composers • Investigating the sounds that can be heard in a piece of music - Kerry Andrew's body percussion composition <i>No Place Like</i> <p>Focus Composers 2020/2021 (2 per half term)</p> <ul style="list-style-type: none"> • Autumn 1: The Beatles, Anna Meredith 	<p>Performing:</p> <ul style="list-style-type: none"> • Sing entire songs e.g nursery rhymes and christmas songs with increasing pitch accuracy • Use voices with increasing expression and creativity • Perform in a group and some students may perform solo • Play tuned and untuned instruments e.g. chime bars or hand bells <p>Composing:</p> <ul style="list-style-type: none"> • Experiment with, create, select and combine sounds using some simple musical elements <p>Listening and Understanding:</p> <ul style="list-style-type: none"> • Listen with concentration and talk about a range of live and recorded music

- Autumn 2: Florence Price, Antonio Vivaldi
- Spring 1: Ed Sheeran, Wolfgang Amadeus Mozart
- Spring 2: Edward Elgar. Grażyna Bacewicz
- Summer 1: Gustav Holst, Ravi Shankar
- Summer 2: Hans Zimmer, Joseph Haydn

YEAR 2

Curriculum Content:

The key things we want children to know/be able to do:

Performing:

- Playing body percussion songs following non-traditional notation
- Performing in the Christmas play
- Singing and learning entire songs, in weekly singing worships
- Singing in a round through learning and performing London's Burning (linked to Pachelbel's Canon)
- Following non-standard notation to perform songs on the handbells

Composing:

- Building on prior use of 2Explore (Purple Mash) to create and record simple melodies by selecting a range of instruments
- Building on prior use of 2Beat (Purple Mash) to explore rhythm and pulse by building up various beats
- Using sounds they can make on their body, make a new piece of music using a graphic score (during learning around Finlandia by Jean Sibelius)

Listening and Understanding - Objectives to be taught through:

- Listening to and discussing a variety of key pieces by the focus composers
- Celebrating and investigating global music - comparing and discussing music from different countries and cultures
- Exploring different sounds through learning on Finlandia by Jean Sibelius
- Investigating Pachelbel's Canon to help their understanding of a round

Focus Composers 2020/2021 (2 per half term)

- Autumn 1: The Beatles, Anna Meredith
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- Spring 1: Ed Sheeran, Wolfgang Amadeus Mozart
- Spring 2: Edward Elgar. Grażyna Bacewicz
- Summer 1: Gustav Holst, Ravi Shankar
- Summer 2: Hans Zimmer, Joseph Haydn

Performing:

- Sing entire songs e.g nursery rhymes and christmas songs with increasing pitch accuracy
- Sing in rounds
e.g. London's Burning, Frere Jaques
- Use voices with expression and creativity
- Perform in a group and some students may perform solo
- Play tuned and untuned instruments musically, with a sense of pulse
e.g. chime bars or hand bells

Composing:

- Experiment with, create, select and combine sounds using some simple musical elements

Listening and Understanding:

- Listen with concentration and understanding so children can discuss a range of live and recorded music

YEAR 3

Curriculum Content:

Performing:

- Handbells - playing notes using letter names
- Playing body percussion songs following non-traditional notation.
- Performing in the Christmas Celebration
- Singing 2 part harmonies in weekly singing worships.

Composing:

- Creating a soundscape on a graphic score, using percussion and tuned instruments, to represent the sounds of a city (during investigation of Rhapsody in Blue by George Gershwin)
- Investigating harmony and building a musical score using the computer programme - 2Sequence (Purple Mash)
- Composing a short song to celebrate the diversity of the natural geographical features of Yorkshire

Listening and Understanding - Objectives to be taught through:

- Investigating the instruments, musical elements and musical genres that can be identified in George Gershwin's Rhapsody in Blue
- Learning new songs throughout the year to celebrate events in the school calendar
- Looking in detail at key pieces by the focus composers to identify similarities and differences between different genres
- Thinking about the way instruments are played, and how this changes the impact of the music, through a study of Mussorgsky's Night on a Bare Mountain

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- Spring 1: Ed Sheeran, Wolfgang Amadeus Mozart
- Spring 2: Edward Elgar, Grażyna Bacewicz
- Summer 1: Gustav Holst, Ravi Shankar
- Summer 2: Hans Zimmer, Joseph Haydn

The key things we want children to know/be able to do:

Performing:

- Play and perform in solo and ensemble contexts
- To be able to play notes using letter names
- Repeat rhythms accurately using clapping and instruments aurally and using suitable notation
e.g. pictures
- Play and sing with confidence
- Play and sing with some expression
e.g. dynamics and articulation
- sing part songs

Composing:

- Improvise and compose for a variety of purposes (eg song for church, advert jingle, soundscape, links to humanities, science)
- Select simple rhythms and motifs to create a composition
- Compose demonstrating some knowledge of the musical elements eg pitch, tempo, dynamics, perhaps on a graphic score

Listening and Understanding:

- Learn new songs aurally through repetition
- Identify some key orchestral, pop and traditional instruments visually and aurally.
- Identify the ways the instruments are played
e.g. fast, slow, high, low
- Talk about similarities and differences between pieces of music (these could be from different genres and periods)

YEAR 4

Curriculum Content:

Performing:

- Recorders: learning the notes B, A and G along with 1 count, ½ count and 2 count note durations and 1 count rests. Identifying these three notes on the stave
- Performing in the Christmas performance and Easter production
- Singing 2 part harmonies in weekly singing worships
- Playing body percussion songs following non-traditional notation

Composing:

- On a graphic score, using a variety of percussion instruments to create rhythms, and short motifs to play over their rhythms, in the musical style of Brahms' Hungarian Dance
- Composing a short song to share their learning on Ancient Greece
- Investigating harmony and building a musical score using the computer programme - 2Sequence (Purple Mash)

Listening and Understanding - Objectives to be taught through:

- Investigating the ways instruments can be played through a study of Johannes Brahms' Hungarian Dance No. 5 in G minor
- Learning songs by heart for the Christmas and Leavers' performances.
- Learning about the elements of music through studying music from different cultures
- Learning new songs throughout the year to celebrate events in the school calendar
- Looking in detail at key pieces by the focus composers to identify similarities and differences between different genres

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- Autumn 1: The Beatles, Anna Meredith
- Autumn 2: Florence Price, Antonio Vivaldi
- Spring 1: Ed Sheeran, Wolfgang Amadeus Mozart
- Spring 2: Edward Elgar, Grażyna Bacewicz
- Summer 1: Gustav Holst, Ravi Shankar
- Summer 2: Hans Zimmer, Joseph Haydn

The key things we want children to know/be able to do:

Performing:

- Play and perform in solo and ensemble contexts
- Identify some notes on the stave eg G, A, B
- Play and sing with confidence
- Play and sing with some expression
e.g. dynamics and articulation
- Sing part songs

Composing:

- Improvise and compose for a variety of purposes
e.g. song for church, advert jingle, soundscape, links to humanities, science
- Write out simple rhythms using suitable methods or notation
- Compose using the musical elements eg pitch, tempo, dynamics, perhaps on a graphic score

Listening and Understanding:

- Recall longer phrases with increasing accuracy when learning new songs
- Identify common orchestral, pop and traditional instruments visually and aurally
- Identify the ways the instruments are played
e.g. fast, slow, high, low
- Talk about similarities and differences between pieces of music (these could be from different genres and periods)

YEAR 5

Curriculum Content:

Performing:

- Recorders: revisiting the notes B, A and G and then introducing the notes C and D on the treble clef stave along with crochet, quaver, minim and semibreve notation.
- Performing in the Christmas performance and in the Leavers' Production.
- Singing 2 part harmonies in weekly singing workshops.
- Playing body percussion songs following non-traditional notation.

Composing:

- Using percussion instruments to invent their own musical motifs and structure them into a piece (Gustav Holst's Mars)
- Creating a piece of music to represent the journey of the Amazon river through the rainforest
- Using the Busy Beats program (Purple Mash) to experiment with textures, pitch and melody to create their own beats

Listening and Understanding - Objectives to be taught through:

- Investigating orchestral music, the instruments and elements found within, through a study of Gustav Holst's Mars
- Learning songs by heart for the Christmas and Leavers' performances.
- Learning new songs throughout the year to celebrate events in the school calendar
- Through the study of the focus composers, develop understanding of instruments, elements and the features which identify different genres of music

Focus Composers 2020/2021 (2 per half term)

- Autumn 1: The Beatles, Anna Meredith
- Autumn 2: Florence Price, Antonio Vivaldi
- Spring 1: Ed Sheeran, Wolfgang Amadeus Mozart
- Spring 2: Edward Elgar, Grażyna Bacewicz
- Summer 1: Gustav Holst, Ravi Shankar
- Summer 2: Hans Zimmer, Joseph Haydn

The key things we want children to know/be able to do:

Performing:

- Play and perform in solo and ensemble contexts, following traditional and non traditional notation
- Play and sing with increasing accuracy and fluency
- Play and sing with expression
e.g. dynamics and articulation
- Sing part songs maintaining own part

Composing:

- Improvise and compose for a variety of purposes
e.g. song for church, advert jingle, soundscape, links to humanities, science
- Write more complex rhythms using staff notation
e.g. 4 bar rhythm
- Place notes accurately on the stave
- Compose using the musical elements
e.g. pitch, tempo, dynamics

Listening and Understanding:

- Recall sounds with increasing aural memory to facilitate learning more complex rhythmic pieces and songs
- Identify common orchestral, pop and traditional instruments visually and aurally
- Identify the ways the instruments are played
e.g. fast, slow, high, low
- Use musical vocabulary and linking to the elements of music
e.g. dynamics, tempo etc
- Recognise features which identify key genres of music
e.g. orchestral classical, pop music, African Music

YEAR 6

Curriculum Content:

Performing:

- Recorders: revisiting prior learning in year 4 and 5 (the notes B, A, G, C and D on the treble clef stave along with crochet, quaver, minim and semibreve notation.)
- Ukuleles: Learning the four basic chords: G-C-B-A, playing simple songs in small ensembles following traditional notation.
- Performing in the Christmas performance and in the Leavers' Production.
- Singing 2 part harmonies in weekly singing workshops.
- Playing body percussion songs following non-traditional notation.

Composing:

- Physical geography topic - composing a soundscape to represent the journey of a river
- Science healthy bodies topic - composing a simple melody using staff notation to accompany an advert for a new healthy snack
- Using the Busy Beats program (Purple Mash) to experiment with textures, pitch and melody to create their own beats

Listening and Understanding - Objectives to be taught through:

- Investigating Indian music through the work of Ravi Shankar
- Learning songs by heart for the Christmas and Leavers' performances.
- Learning new songs throughout the year to celebrate events in the school calendar
- Learning about the elements of music in Edward Elgar's Enigma Theme and Joseph Hayden's Trumpet Concerto
- Through the study of the focus composers, develop understanding of instruments, elements and the features which identify different genres of music

Focus Composers 2020/2021 (2 per half term)

- Autumn 1: The Beatles, Anna Meredith
- Autumn 2: Florence Price, Antonio Vivaldi
- Spring 1: Ed Sheeran, Wolfgang Amadeus Mozart
- Spring 2: Edward Elgar, Grażyna Bacewicz
- Summer 1: Gustav Holst, Ravi Shankar
- Summer 2: Hans Zimmer, Joseph Haydn

The key things we want children to know/be able to do:

Performing:

- Play and perform in solo and ensemble contexts, following traditional and non traditional notation
- Play and sing with accuracy and fluency
- Play and sing with expression
e.g. dynamics and articulation
- Sing in 2 part harmony

Composing:

- Improve and compose for a variety of purposes
e.g. song for church, advert jingle, soundscape, links to humanities, science
- Write simple melodies using staff notation (4 bars G-D)
- Compose with reflective use of the musical elements eg pitch, tempo, dynamics

Listening and Understanding:

- Recall sounds with increasing aural memory to facilitate learning more complex rhythmic pieces and songs
- Identify orchestral, pop and traditional instruments visually and aurally
- Discriminate between the ways the instruments are played
e.g. fast, slow, high, low
- Use musical vocabulary and linking to the elements of music
e.g. dynamics, tempo etc
- Recognise features which identify key genres of music
e.g. orchestral classical, pop music, African Music