

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>Musicians of the Month 2021/2022</p> <p>Autumn term: September - The Beatles, October - Nina Simone, November - Ethel Smyth, December - Elton John</p> <p>Spring term: January - Sigur Ros, February - Aretha Franklin, March - Amadeus Wolfgang Mozart April - Joni Mitchel, May - Ladysmith Black Mambazo</p> <p>Summer term: June - Clara Schumann, July - Buena Vista Social Club</p>	<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>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

Musicians of the Month 2021/2022

Autumn term:

September - The Beatles, October - Nina Simone,

November - Ethel Smyth, December - Elton John

Spring term:

January - Sigur Ros, February - Aretha Franklin, March - Amadeus Wolfgang Mozart

April - Joni Mitchel, May - Ladysmith Black Mambazo

Summer term:

June - Clara Schumann, July - Buena Vista Social Club

YEAR 2

Curriculum Content:

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

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

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

<p>Spring term: January - Sigur Ros, February - Aretha Franklin, March - Amadeus Wolfgang Mozart April - Joni Mitchel, May - Ladysmith Black Mambazo</p> <p>Summer term: June - Clara Schumann, July - Buena Vista Social Club</p>	
YEAR 3	
Curriculum Content:	The key things we want children to know/be able to do:
<p>Performing:</p> <ul style="list-style-type: none"> Recorders (Learning how to play the notes G, A, B, playing notes using letter names and recognising the notes on the treble clef stave.) Playing body percussion songs following non-traditional notation. Performing in the Christmas Celebration Singing 2 part harmonies in weekly singing worships. <p>Composing:</p> <ul style="list-style-type: none"> 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 <p>Listening and Understanding - Objectives to be taught through:</p> <ul style="list-style-type: none"> 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 <p>Musicians of the Month 2021/2022</p> <p>Autumn term: September - The Beatles, October - Nina Simone,</p>	<p>Performing:</p> <ul style="list-style-type: none"> 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 <p>Composing:</p> <ul style="list-style-type: none"> 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 <p>Listening and Understanding:</p> <ul style="list-style-type: none"> 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)

<p>November - Ethel Smyth, December - Elton John</p> <p>Spring term: January - Sigur Ros, February - Aretha Franklin, March - Amadeus Wolfgang Mozart April - Joni Mitchel, May - Ladysmith Black Mambazo</p> <p>Summer term: June - Clara Schumann, July - Buena Vista Social Club</p>	
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YEAR 4

Curriculum Content:	The key things we want children to know/be able to do:
<p>Performing:</p> <ul style="list-style-type: none"> • Ukuleles (Learning how to play fluently the basic notes and to recognise the notes taught on the stave with crochet formation.) • Performing in the Christmas performance and Easter production • Singing 2 part harmonies in weekly singing workshops • Playing body percussion songs following non-traditional notation <p>Composing:</p> <ul style="list-style-type: none"> • 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) <p>Listening and Understanding - Objectives to be taught through:</p> <ul style="list-style-type: none"> • Investigating the ways instruments can be played through a study of Johannes Brahm's 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 musicians of the month to identify similarities and differences between different genres 	<p>Performing:</p> <ul style="list-style-type: none"> • 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 <p>Composing:</p> <ul style="list-style-type: none"> • 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 <p>Listening and Understanding:</p> <ul style="list-style-type: none"> • 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)

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Summer term:

June - Clara Schumann, July - Buena Vista Social Club

YEAR 5

Curriculum Content:

Performing:

- Stringed instruments - violins, violas and cellos (Learning how to play the key notes and to recognise these notes on the stave with crotchet and quaver notation.)
- Performing in the Christmas performance and in the Leavers' Production.
- Singing 2 part harmonies in weekly singing worships.
- 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 musicians of the month, develop understanding of instruments, elements and the features which identify different genres of music

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

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YEAR 6

Curriculum Content:	The key things we want children to know/be able to do:
<p>Performing:</p> <ul style="list-style-type: none"> Keyboards (the octave from middle C 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 worships. Playing body percussion songs following non-traditional notation. <p>Composing:</p> <ul style="list-style-type: none"> 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 <p>Listening and Understanding - Objectives to be taught through:</p> <ul style="list-style-type: none"> 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 	<p>Performing:</p> <ul style="list-style-type: none"> 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 <p>Composing:</p> <ul style="list-style-type: none"> Improvise 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 <p>Listening and Understanding:</p> <ul style="list-style-type: none"> 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

- Through the study of the focus musicians, develop understanding of instruments, elements and the features which identify different genres of music

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- Recognise features which identify key genres of music
e.g. [orchestral classical](#), [pop music](#), [African Music](#)