

National curriculum aims in Music	
<ul style="list-style-type: none"> • 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. 	
Music Intent	
<p>Music is a conduit to our human expression and gives children a dimension that they will get nowhere else on the curriculum! Here at Hugglescote, music begins with our early year learners and builds incrementally through the key stages until we finally bid our Year 6 musicians a fond farewell and look forward to following their continued progress in musical excellence as, prepared and proud, they embark on their KS3 musical journey.</p> <p>Our music curriculum sets high expectations and celebrates the inclusion of pupils with special educational needs, providing opportunities for all pupils to realise their creative potential.</p> <p>The sheer joy of music making feeds the soul of our school and wider community, enriching each pupil whilst strengthening the shared bonds of trust and love which make a wonderful school!</p>	
Disciplinary knowledge	Key vocabulary
<p><i>How does a musician think and behave?</i></p> <ul style="list-style-type: none"> • Patient and Persistent Attitude • Creative • Reflective • Ability to Self-Evaluate • Inspired by their surroundings (other sounds/art/everyday life/emotions) • Dedicated to their instrument/skill 	<p>Pulse, rhythm, pitch, tempo, duration, dynamics, articulation, ostinato, improvisation, accompaniment, timbre, texture, structure, composition, drone, chord, harmony, melody, ensemble, solo, unison, arrangement, syncopation, conduct, orchestra,</p> <p><u>Italian terms</u> from ABRSM Theory of Music syllabus (see flash cards for each Yr Group)</p> <p><u>Instruments:</u></p> <p>Percussion: claves, wood block, triangle, glockenspiel, metallaphone, xylophone, cymbals, maraca, castanets, sleigh bells, Tibetan bells, tambourine, cabasa, agogo, piano, keyboard</p> <p>Woodwind: recorder, piccolo, flute, clarinet, saxophone, oboe, bassoon</p> <p>Strings: Violin, viola, cello, double bass, guitar, ukulele</p> <p>Brass: trumpet, cornet, flugel, euphonium, French horn, tuba, Bass, trombone</p>

<p>National Curriculum requirement KS 1 Substantive Knowledge</p>	<ul style="list-style-type: none"> • Use voices expressively and creatively • Sing songs and chant rhymes • Play un-tuned and tuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music. • Experiment with, create, select and combine sounds using the inter-related dimensions of music.
<p>National Curriculum requirement KS 2 Substantive Knowledge</p>	<ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts. • Use voices and play instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. • Use and understand staff and other musical notations. • Appreciate and understand 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.
<p>Hugglescote priorities</p>	<p>Community: At the heart of our music curriculum is performing for and within our village community and beyond. Celebrations such as the Platinum Jubilee and Olympics unite our global vision.</p> <p>Communication: Music transcends any language barrier – a universal unspoken language that unites us. Sung lyrics are held in our audio memory so much more easily than the spoken word. Vocabulary is enriched and writing standards are increased.</p> <p>Mental & Physical Well being: “Music hath charms to soothe the savage breast” <i>Congreve</i> Music is therapy. Singing improves health and happiness. Pupils who excel in music, have greater self esteem and are empowered to face other areas of the curriculum with renewed resilience.</p>

Key for Musicianship skills:

Listening

Performing

Composing

Appraising

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><u>Pulse</u> <i>Autumn 1</i></p>	<ul style="list-style-type: none"> I can keep a steady pulse with some accuracy (clapping, marching, tapping) I can imitate movements in response to music. I can explore, respond and identify long and short sounds. 	<ul style="list-style-type: none"> I can keep a steady pulse with some accuracy (clapping, marching, tapping and playing instruments) I can follow and create simple musical directions for faster, slower, stopping and starting. I can create, explore, respond and identify long and short sounds. 	<ul style="list-style-type: none"> I can sing / play with good sense of pulse. I can demonstrate an understanding of the differences between pulse and rhythm through physical movement & singing. I can begin to recognise rhythmic patterns found in speech → saying / chanting names / syllables in names etc. I can respond to visual and aural cues. 	<ul style="list-style-type: none"> I can sing and play confidently and fluently, maintaining a steady pulse. I can maintain a part in a piece / rhythm game consisting of two or more parts. I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others. I can follow and lead simple performance directions, demonstrating understanding of pulse. 	<ul style="list-style-type: none"> I can sing and play confidently and fluently, maintaining an appropriate pulse. I can follow and lead simple performance directions. (call and response patterns) I can maintain an independent part in a small group when playing or singing (drone, ostinato, rhythm) I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary. I can accept feedback and suggestions from others. 	<ul style="list-style-type: none"> I can maintain a strong sense of pulse throughout pieces with and without syncopation I can create simple rhythmic pieces which demonstrate understanding of rhythm / melodies / accompaniments. I can maintain an independent part in a group when singing or playing. I can offer comments about own and others' work and ways to improve, using appropriate musical vocabulary; I can accept feedback and suggestions from others. 	<ul style="list-style-type: none"> I can maintain a strong sense of pulse and recognise when going out of time. I can maintain an independent part in a group when singing or playing with an awareness of other parts / performers. I can share opinions about own and others' music and be willing to justify these using musical vocabulary. I can listen to and evaluate a range of live and recorded music from different traditions, genres, styles and times, responding appropriately to the context.

<p><u>Voice</u> Autumn 2</p>	<ul style="list-style-type: none"> • I can find my singing voice and begin to develop a sense of pitch. • I can sing songs, which contain a small range of notes (2 or 3 notes). • I can take turns when singing and be a good listener. • I can perform actions to accompany songs. (Move like a snake etc) 	<ul style="list-style-type: none"> • I can sing songs showing increasing vocal control (tuneful, breathing deeply, diction) • I can sing and perform songs, which contain a small range of notes (3 - 5 notes), with growing confidence. • I can follow performance instructions including starting and stopping with accuracy. • I can recognise and represent higher and lower sounds using graphic notation. • I can perform an action on the steady beat whilst singing. 	<ul style="list-style-type: none"> • I can sing songs with improving diction and breathe at the end of phrases. • I can sing, with more accuracy of pitch, within a range of notes. • I can follow and use performance instructions (starting, stopping, dynamics and tempo) • I can convey the mood or meaning of the song. • I can recognise and demonstrate the link between pitch and shape using graphic notation. 	<ul style="list-style-type: none"> • I can sing songs with fluency, from memory and with good posture. • I can sing with increasing accuracy of pitch and imitate longer phrases. • I can create, use and lead a group with performance instructions. (tempo, dynamics, start, stop,) • I can demonstrate an awareness of character and style in my singing performance. • I can sing a round in 2 parts • I can hear a melody and create a graphic score to represent it. 	<ul style="list-style-type: none"> • I can sing a variety of songs with an awareness of the tone of my voice and the shape of the melody. • I can sing fluently with confidence in a small group or solo. • I can sing with musical expression (phrasing, changes in tempo, dynamics, mood) • I can sing a round in 2 / 3 parts with increasing pitch accuracy. • I can use standard or graphic notation to create a melody. 	<ul style="list-style-type: none"> • I can sing confidently in a wide variety of styles with expression. • I can experiment and perform sounds made by my voice, becoming more aware of the mood and meaning of a song. • I can sing and maintain an independent part • I can follow and perform a vocal piece using a graphic / notated score • I can perform a song from memory with attention to phrasing, dynamics and pitch. 	<ul style="list-style-type: none"> • I can sing confidently in a wide variety of styles with expression and awareness of the audience. • I can communicate the meaning of the song. • I can experiment with and refine sounds with my voice. • I can maintain a second part with confidence in a performance • I can compose and perform a vocal piece by following a graphic / notated score. • I can perform a song from memory with attention to phrasing, dynamics and pitch.
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<p><u>Rhythm</u> Spring 1</p>	<ul style="list-style-type: none"> • I can explore rhythm through play • I can create rhythms and suggest symbols to represent rhythms • I can keep a steady pulse with some accuracy while playing • I can recognise and control changes in tempo • I can listen to ideas from others, taking turns 	<ul style="list-style-type: none"> • I can begin to play rhythmic patterns found in speech • I can confidently copy given rhythms • I can begin to understand the differences between pulse and rhythm through physical movement, playing and singing • I can use graphic notation to record rhythms • I can listen to ideas from others and use them to help improve my work 	<ul style="list-style-type: none"> • I am beginning to recognise rhythmic patterns found in speech • I can demonstrate I understand difference between pulse and rhythm through physical movement, playing and singing • I can perform with a good sense of pulse and rhythm • I can use graphic notation to record rhythms • I can offer comments about others' work and accept suggestions from others 	<ul style="list-style-type: none"> • I can listen and copy rhythmic patterns • I can play rhythms confidently while maintaining an appropriate pulse • I can demonstrate I understand the differences between pulse and rhythm through playing an instrument • I can create graphic notation to represent rhythm. • I can offer comments about my own and others' work and accept suggestions from others 	<ul style="list-style-type: none"> • I can create simple rhythmic patterns • I can confidently maintain an independent part when playing an instrument in a small group • I can play confidently and fluently maintaining an appropriate pulse • I can aurally identify, recognize, respond to musically and use basic symbols including Western notation • I can offer comments about my own and others work and ways to improve, and I can accept feedback and suggestions from others 	<ul style="list-style-type: none"> • I can use a variety of timbres and techniques when creating and playing music • I can confidently maintain an independent part when playing an instrument in a small group • I can respond to and use musically basic symbols including Western notation • I can critique my own and others' work and justify the comments 	<ul style="list-style-type: none"> • I can use a variety of musical devices, timbres, textures, techniques when creating and playing music • I can confidently maintain an independent part when playing an instrument (smaller groups / more parts) • I can follow staff and other notations while playing short passages of music • I can critique my own and others' work, offering specific comments and justifying these.
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<p><u>Pitch</u> Spring 2</p>	<ul style="list-style-type: none"> I can recognise and broadly control changes in timbre, tempo, pitch and dynamics when playing instruments and vocally I can sing broadly in tune with a limited pitch range I can create music, and suggest symbols to represent sounds (Eg a large foot for Daddy bear, small foot for baby bear) I can comment on and respond to recordings of own voice, other classroom sounds and musical instruments 	<ul style="list-style-type: none"> I can sing in tune and perform songs, which contain a small range of notes (3 - 5 notes), with growing confidence. Recognise and broadly control changes in timbre, tempo, pitch, dynamics when playing instruments and vocally I can use graphic notation to record rhythms I can listen to ideas from others and use them to help improve my work 	<ul style="list-style-type: none"> I can listen with increased concentration, responding appropriately to a variety of live and recorded music, making statements and observations about the music and through movement, sound-based and other creative responses. I can musically demonstrate increased understanding of basic musical features (Eg graduation of sound – getting louder, softer, higher, lower, faster, slower, describe the quality of sounds and how they are made, combined). I can begin to recognise and musically demonstrate awareness of a link between shape and pitch using graphic notation. I can listen to ideas from others and use them to improve my work 	<ul style="list-style-type: none"> I can sing fluently. I can begin to create simple rhythmic patterns, melodies and accompaniments I can begin to aurally identify, recognise, respond to and use musically graphic notation to represent basic changes in pitch within a limited range I can offer comments about my own and others' work and accept suggestions from others 	<ul style="list-style-type: none"> I can sing within an appropriate vocal range with clear diction, mostly accurate tuning, control of breathing and appropriate tone. I can aurally identify, recognise, respond to and use basic symbols musically (standard and invented) including rhythms from standard Western notation (Eg crotchet, quavers) and basic changes in pitch within a limited range I can create simple rhythmic patterns, melodies and accompaniments I can listen and evaluate a range of live and recorded music from different traditions, genres, styles and times. Share opinions about own and others' music and be willing to justify these. 	<ul style="list-style-type: none"> I can begin to demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal I can begin to create music which demonstrates understanding of basic structure and discuss the choices made I can begin to use a variety of musical devices, timbres, textures, techniques etc when creating and making music I can listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, Share opinions about own and others' music and be willing to justify these. I can critique own and others' work, offering specific comments and justifying these. 	<ul style="list-style-type: none"> I can demonstrate increasing confidence, expression, skill and level of musicality through taking different roles in performance and rehearsal I can create music which demonstrates understanding of structure and discuss the choices made I can use a variety of musical devices, timbres, textures, techniques etc when creating and making music I can listen and evaluate a range of live and recorded music from different traditions, genres, styles and times, Share opinions about own and others' music and be willing to justify these. I can critique own and others' work, offering specific comments and justifying these with musical examples and technical vocabulary
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<p><u>Technology, Structure & Form</u> Summer 1</p>	<ul style="list-style-type: none"> • To explore and change sounds and music through play and technology. • To comment and respond to recordings of own voice, other classroom sounds. • To create music and suggest symbols to represent the sounds. • To begin to demonstrate an understanding of musical structure 	<ul style="list-style-type: none"> • To use technology to create and change sounds. • To demonstrate understanding of musical structure • To comment and respond to recordings of own and other's compositions. 	<ul style="list-style-type: none"> • To experiment changing and combining sounds, through technology. • To comment and respond to a variety of live and recorded music, making statements and observations about musical structure. • To demonstrate a deeper understanding of musical structure, through discussing musical structure. 	<ul style="list-style-type: none"> • To use technology to create, change and combine sounds. • To recognise and use basic musical structure. • To offer comments about mine and other's compositions and accept suggestions from others with a focus on musical structure. 	<ul style="list-style-type: none"> • To use voice, sounds, technology and instruments in creative ways. • To recognise, respond and use basic musical structure. • To comment about own and other's music, with a focus on the structure used. 	<ul style="list-style-type: none"> • To use voice, sounds, technology and instruments in creative ways. • To use and identify key features of basic musical structure. • To comment on and evaluate the features of own and other's music, with a focus on the structure used. 	<ul style="list-style-type: none"> • To use a variety of musical devices when composing music to include timbres, textures, techniques etc. • To create music which demonstrates an understanding of structure and discuss choices. • To listen, evaluate and share opinions about range of live and recorded music from different traditions, genres, styles and times with a focus on structure, using technical. • To share opinions about own and others music and be willing to justify these, using technical vocabulary.
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<p><u>20th Century Music</u> Summer 2</p>		<ul style="list-style-type: none"> To listen to and respond to recorded music from different traditions, genres, styles and times. 	<ul style="list-style-type: none"> To listen to recorded music, and use one element, from different traditions, genres, styles and times. 	<ul style="list-style-type: none"> To listen to and use features of recorded music from different traditions, genres, styles and times. 	<ul style="list-style-type: none"> To listen to and use features of recorded music from different traditions, genres, styles and times. 	<ul style="list-style-type: none"> To listen to and use features of recorded music from different traditions, genres, styles and times. To demonstrate quality of key musical skills and elements. 		<ul style="list-style-type: none"> To use a variety of musical devices, timbres, textures, techniques etc. when composing and performing music. To experiment with voice, sounds, technology and instruments in creative ways to explore new techniques. To listen to and evaluate a variety of recorded music from different traditions, genres, styles and times. To critique own and other's work offering specific comments and justifying these.
	<p><u>Genres</u></p>	<p>Country Music, Big Band, Michael Jackson</p>	<p>Folk Music, Experimental, Disco</p>	<p>Film Music</p>	<p>House, Rock & Roll Blues Reggae</p>	<p>Musicals, Minimalism (Steve Reich/ Kraftwerk) Rap(JayZ, Beyonce)</p>	<p>Jazz Expressionism Film Music (John Williams)</p>	<p>HipHop, Wartime music Minimalism(PGlass)</p>

<p><i>Listening & Appraising</i></p> <p>Italian terms to be used with increasing confidence and memory when discussing music. <i>(Please see Year group specific flashcards for progression of vocabulary)</i></p>	<ul style="list-style-type: none"> • Begin to identify and describe key features or extreme contrasts within a piece of music • Begin to use musical terms (louder/quieter, <i>piano / forte</i> faster/slower, higher/lower) 	<ul style="list-style-type: none"> • Begin to use musical terms to describe what they hear (louder/quieter, <i>piano, forte</i> faster/slower, higher/lower) • Begin to articulate how changes in speed, pitch and dynamics affect the mood/meaning of the piece of music. 	<ul style="list-style-type: none"> • Recognise and respond to different changes of tempo, dynamics and pitch • Respond through movement/dance to different musical characteristics and moods (angrily, sadly, cheerfully, daintily etc) • Recognise and respond to the mood of a piece of music. Begin to use music terminology when describing how the mood is created (i.e. the mood is sad because the music is played very slowly and quietly) • Recognise aurally wooden, metal, skin percussion instruments and begin to know their names 	<ul style="list-style-type: none"> • Identify common characteristics. Recognise some familiar instrumental sounds in recorded music (piano, violin, guitar drums etc) <ul style="list-style-type: none"> • Identify repetition in music ie a song with a chorus • Recognise aurally wooden, metal, skin percussion instruments know their names • Listen to their own compositions and use musical language to describe what happens in them 	<ul style="list-style-type: none"> • Identify repeated rhythmic or melodic phrases in live or recorded music • Identify whether a song has a verse/chorus or call and response structure • Identify the time signature (2, 3 or 4 time) in a piece of recorded or live music • Recognise the combined effect of layers of sound by listening to their own arrangements, compositions and recordings. 	<ul style="list-style-type: none"> • Compare two pieces of instrumental music and discuss the similarities and differences. • Use musical vocabulary to discuss and evaluate music from a variety of sources, traditions and cultures, including performances of their own and others' compositions • Use musical vocabulary and knowledge of musical processes to help identify areas for development or refinement when evaluating a composition. 	<ul style="list-style-type: none"> • Compare two pieces of instrumental music and discuss the similarities and differences and their personal reactions. • Use musical vocabulary and knowledge of musical processes to discuss and evaluate music from a variety of sources, traditions and cultures, including performances of their own and others' compositions with increasing fluency. • Use the above to help identify areas for development or refinement when evaluating a composition.
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Music Content Progression

