



## Music Curriculum Intent Progression of Skills and Knowledge

### Our Vision for Music

Music is all around us in our daily lives and it has a vital role to play in our school and wider community. We sing together as a school in our collective worship and all children have a weekly class curriculum music lesson and a singing assembly. Music is taught in a very practical way using rhymes, action songs and games to explore the musical elements of pitch, duration, dynamics, tempo, timbre, texture and structure. Singing, playing instruments, performing and composing music allows children to communicate non-verbally and encourages cooperation and good listening skills. Learning musical skills aids understanding in other areas, in fact, singing and listening underpin language learning as rhythm is an integral part of both music and language. Children listen to a broad repertoire of music from traditional classical music to popular music of the present day. This expands their understanding and enjoyment of different types of music. Taking part in musical activities helps to grow and strengthen neural pathways in the brain and music has an important role to play in well-being. Therefore, at St Mary's we believe that every child should be given the opportunity to express themselves in this subject.

### Spirituality Statement for Music

#### Psalm 98

Shout for joy to the LORD, all the earth,  
burst into jubilant song with music;  
make music to the LORD with the harp,  
with the harp and the sound of singing,  
with trumpets and the blast of the ram's horn –  
shout for joy before the LORD, the King.

### Cultural Capital

*(Experiences that every child should have)*

- Learning and singing Christian songs and hymns used in worship at school
- Learning songs of religious festivals in other faiths such as Diwali and Eid
- Listening to and appreciating music from a different country/culture/time
- Listening to a variety of very well-known classical music pieces
- Knowing the names of a few famous classical composers
- Listening to a variety of more modern, or popular music songs
- Knowing the names of some currently popular groups or singers
- Learning traditional nursery rhymes and well-known spoken rhymes
- Learning the names of classroom percussion instruments

### Cross curricula Links

- Worship – Children learn and sing various Christian songs and hymns in worship time
- R E - learning songs from different faiths for various festivals
- Phonics – Songs and rhymes are used to cement children's learning of the letters of the alphabet, letter sounds and digraphs
- Reading – Music elongates the vowels and slows the rate of speech which gives children more time to decode the sounds of speech.

<ul style="list-style-type: none"> <li>• Learning to play untuned percussion instruments to accompany songs</li> <li>• Learning to play tuned percussion instruments to accompany songs</li> <li>• Learning the names of some orchestral instruments</li> <li>• Singing as part of a large group in assemblies (as a school)</li> <li>• Singing as a class</li> <li>• Singing a short solo within a musical game in music lessons</li> <li>• Learning and joining in with playground songs and games</li> <li>• Composing, (selecting appropriate sounds,) and performing music as class</li> <li>• Attending a live concert or seeing music performed live by a visitor at school</li> <li>• Rehearsing and refining a musical performance</li> <li>• Taking part in a class or year group musical performance with a live audience</li> </ul>	<ul style="list-style-type: none"> <li>• English – Songs broaden vocabulary, (especially when there is repetition,) music helps with the understanding of rhymes and syllables. The use of actions give meaning to the lyrics in a kinaesthetic way</li> <li>• Maths – Songs involving counting, addition and subtraction aid mathematical learning and manipulation of numbers</li> <li>• PSHE – many PSHE themes are explored in song lyrics (such as values, fairness, right and wrong)</li> <li>• Well-being – Music and singing contribute to positive mental health in themselves by exploring and regulating emotions. But also, many songs are specifically about believing in yourself and having resilience</li> <li>• Other subjects – Songs about a specific topic relevant to other subjects (eg History) can really help information to stick in the mind. For example, it is much easier to remember and recall the lyrics of a song about The Great Fire of London than it is to try to just memorise the historical information.</li> </ul>
<p><b><u>Composite Objectives in Music in the Early Years Foundation Stage (Reception)</u></b></p> <ul style="list-style-type: none"> <li>• Be aware of sounds around them and listen with increased attention</li> <li>• Can identify different sounds in their environment</li> <li>• Explore “found sound makers” and the different sounds of instruments</li> <li>• Create sounds by banging, shaking and scraping</li> <li>• Explore different ways of vocalising</li> <li>• Understand the difference between the spoken and singing voice (finding their own voice)</li> <li>• Join in with and memorise favourite songs</li> <li>• Have a repertoire of known songs</li> <li>• Move to music with some awareness of the beat</li> <li>• Imitate movement in response to music</li> </ul>	<p><b><u>Composite Objectives in Music in KS1</u></b></p> <ul style="list-style-type: none"> <li>• Increasingly accurate pitch matching when singing</li> <li>• Can internalise music, singing songs in their head (development of inner ear)</li> <li>• Has an increasingly wide repertoire of known songs</li> <li>• Can clap a steady beat and show this physically in action songs too</li> <li>• Can play a steady beat on instruments to accompany songs</li> <li>• Can copy and invent their own rhythm patterns</li> <li>• Can tap/play rhythm patterns on instruments to accompany songs</li> <li>• Can understand and explain the difference between beat and rhythm</li> <li>• Can name and aurally recognise a variety of classroom percussion instruments, both tuned and untuned</li> <li>• Can play instruments with increasing control and correct technique</li> <li>• Experience exploring and experimenting with different ways that classroom instruments can be played to give different effects</li> </ul>

<ul style="list-style-type: none"> <li>• Copy short basic rhythm patterns</li> <li>• Sing, following the general melodic shape of familiar songs</li> <li>• Sing to self and make up simple songs changing the words</li> <li>• Is aware that sounds can be varied – loud/quiet, fast/slow, high/low</li> <li>• Create visual representations of sounds/instruments (early notation)</li> </ul>	<ul style="list-style-type: none"> <li>• Can select sounds to express their own feelings and ideas</li> <li>• Can distinguish between and describe changes in music heard (tempo, dynamics, instruments used)</li> <li>• Can express the emotions or images created by music heard</li> <li>• Can read and create their own graphic scores to represent music/sounds</li> <li>• Take part in rehearsals and a performance to a live audience</li> </ul>		
	<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>
<b>PITCH (HIGH AND LOW)</b>	<ul style="list-style-type: none"> <li>• Hear and begin to join in with simple songs and nursery rhymes</li> <li>• Show an aural awareness of high notes and low notes physically with my body</li> <li>• Follow the general shape of a melody with my voice</li> <li>• Play high notes on a pitched percussion instrument</li> <li>• Play low notes on a pitched percussion instrument</li> <li>• Exploring environmental sounds, animal sounds and voices</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to control pitch in my singing voice</li> <li>• Explore how we might notate pitch (wiggly lines, zigzags etc)</li> <li>• Sing a few notes in tune (focus on so-mi, mi-re-do)</li> <li>• Show aural awareness of higher, lower and same pitch with my body</li> <li>• Play a basic scale climbing up and down on a pitched instrument</li> <li>• Play barred instruments with correct technique and appropriate beater</li> <li>• Understand the concept of relative pitch</li> <li>• Understand that on xylophone, longer bars play lower notes and smaller bars play higher notes</li> </ul>	<ul style="list-style-type: none"> <li>• Further increase my control of pitch in my singing voice and develop an inner ear (called Thinking Voice)</li> <li>• Sing an increasing number of notes in tune (focus on la, so, mi, re, do)</li> <li>• Play tuned percussion instruments with increasing control</li> <li>• develop awareness that larger instruments play lower pitch notes and smaller ones play a higher pitch.</li> <li>• Play simple tunes on a pitched instrument</li> <li>• Making and following basic graphic scores which show pitch</li> </ul>
Vocabulary	High, low, up, down	Higher than, lower than, same, “next door notes” pitch, beater, xylophone, glockenspiel	Letter names of music notes, A B C D E F G, recorder, boomwackers
	<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>
	<ul style="list-style-type: none"> <li>• Subconsciously feeling the beat through movement with someone else</li> </ul>	<ul style="list-style-type: none"> <li>• Clapping the beat</li> </ul>	<ul style="list-style-type: none"> <li>• Singing songs with more complicated rhythms</li> </ul>

<b>DURATION (INCLUDING BEAT AND RHYTHM)</b>	<p>– being rocked, bounced on the knee, tapped on the shoulder</p> <ul style="list-style-type: none"> <li>• using lycra as a class to move together in time to the beat</li> <li>• Starting and stopping as instructed</li> <li>• Simple pulse games and activities</li> <li>• Singing and moving to simple action songs marking the pulse or beat</li> <li>• Feel the rhythm of the words, (still unconsciously)</li> <li>• Singing songs with very simple, basic rhythms</li> <li>• Beginning to be able to clap on the beat</li> </ul>	<ul style="list-style-type: none"> <li>• Marking the beat with upper body actions, both in pairs and alone</li> <li>• Start to understand that beat and rhythm are not the same thing (beat is steady throughout and rhythm follows the pattern of the words)</li> <li>• Begin to tap the rhythm of the words of a song on the palm of a hand</li> <li>• Copy short rhythms heard (aurally)</li> <li>• Tapping the beat or rhythm on a simple percussion instrument</li> <li>• Pre-learning of crotchets and pairs of quavers (one sound or two on a beat)</li> <li>• Understanding a pictorial method of showing 1 or 2 sounds (cloud and sunshine or car and lorry etc)</li> </ul>	<ul style="list-style-type: none"> <li>• Marking the beat with lower body, eg walking the beat/tiptoe/marching/dancing/jumping on the beat</li> <li>• Showing the rhythm of a song through actions/clapping patterns and games</li> <li>• Clapping and playing tuned and untuned percussion instruments on the beat to accompany a song</li> <li>• Tapping the rhythm of the words on tuned and untuned percussion instruments</li> <li>• Knowing that rhythm is different from beat but that they fit together in music</li> <li>• Show rhythm of a known song physically (rhythm chairs, showing one fist or two etc)</li> <li>• Begin to understand and read simple stick notation for crotchet, crotchet rest and pairs of quavers</li> </ul>
Vocabulary	Beat, pulse, in time, together, start, stop	Beat, pulse, rhythm, tapping, 1 sound/syllable or 2 for a word? Names of simple untuned percussion instruments eg drum, tambourine, claves	Beat, pulse, rhythm, beater, ta, tete, 1 syllable or 2 syllables, Names of tuned percussion instruments: xylophone, glockenspiel, boomwackers
	<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>
<b>TEMPO (FAST AND SLOW)</b>	<ul style="list-style-type: none"> <li>• Moving body fast and slow according to the music heard</li> <li>• Starting and stopping as appropriate</li> <li>• Singing songs about slow or fast movement of animals</li> </ul>	<ul style="list-style-type: none"> <li>• Singing action songs quickly/slowly</li> <li>• Aurally, begin to compare different pieces of music: which is faster, which is slower?</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to understand the effect that tempo can have on a piece</li> <li>• Singing known songs changing the speed during the song</li> </ul>

	<ul style="list-style-type: none"> <li>• Singing known songs fast and slow</li> <li>• Experiment with playing instruments quickly and slowly</li> </ul>	<ul style="list-style-type: none"> <li>• Singing songs quickly and slowly, which feels right? Why?</li> </ul>	<ul style="list-style-type: none"> <li>• Compose with instruments playing fast/slow</li> <li>• Learn the musical vocabulary: Presto (fast), Largo (slow)</li> </ul>
Vocabulary	Fast, slow, stop, quick, slow	Faster than, slower than, quickly, slowly	Tempo, speed, getting faster, getting slower, steady beat, Presto, Largo
	<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>
<b>DYNAMICS (LOUD AND QUIET)</b>	<ul style="list-style-type: none"> <li>• Finding sounds around us that are loud or quiet</li> <li>• Singing songs loudly and quietly, discuss which is most appropriate for the song (a lullaby?)</li> <li>• Show when music heard is loud and when it is quiet through body movement</li> </ul>	<ul style="list-style-type: none"> <li>• Comparing sounds, which is louder? which is quieter?</li> <li>• Which instruments are louder, which are quieter?</li> <li>• Play instruments loudly and quietly with some control</li> </ul>	<ul style="list-style-type: none"> <li>• Using a contrast of volume in songs for variety and to create interest</li> <li>• Consider and discuss the purpose of dynamics in music we listen to – what effect does it have? How does the music getting louder make you feel?</li> <li>• Use dynamics in composition</li> </ul>
Vocabulary	Loud, quiet	Louder, quieter, volume	Dynamics, volume, getting louder, crescendo, getting quieter, diminuendo, piano, p, forte, f
	<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>

<p><b>TIMBRE (THE CHARACTERISTICS OR QUALITY OF THE SOUND)</b></p>	<ul style="list-style-type: none"> <li>• Consider different types of sound and find words to describe them</li> <li>• Explore the use of voices</li> <li>• Experiment with different found sounds and instruments</li> <li>• Begin to learn the names of classroom percussion instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise peers by the characteristics of their voices – spoken and singing</li> <li>• Understand that different people’s voices sound different</li> <li>• Explore classroom instruments to find how they can make a sound</li> <li>• Divide instruments into sets according to what sound they make: wooden sound, metal sound, etc</li> <li>• Learn the names of more untuned and tuned percussion instruments</li> <li>• Begin to identify known classroom instruments aurally</li> </ul>	<ul style="list-style-type: none"> <li>• Divide instruments into sets according to how they are played: shaken, hit, scraped</li> <li>• Find words to describe the quality of sound heard – smooth, rough etc</li> <li>• Discuss how a different beater on the same instrument can create a different quality of sound</li> <li>• Explore how playing an instrument differently can change the sound (eg, scraping a drum with finger nails)</li> <li>• Compose music to describe sounds around us (eg. Rain, wind, train journey, machines)</li> <li>• Use knowledge of timbre to select particular instruments and voice sounds to create the sound required in a class composition</li> <li>• Begin to learn the names and sound of some orchestral instruments</li> </ul>
<p>Vocabulary</p>	<p>Wood, metal, plastic, drum, tambourine, claves, egg shakers</p>	<p>Wooden sound, metal sound, hit, shake, scrape, tap, rub, beater, drum, tambourine, claves, triangle, shakers, guiro</p>	<p>Soft beater, hard beater, smooth, rough, bell like, crash, xylophone, glockenspiel, boomwackers, flute, trumpet, violin</p>
	<p><b>Rec</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>
<p><b>TEXTURE (THE NUMBER OF LAYERS HAPPENING AT THE SAME TIME)</b></p>	<ul style="list-style-type: none"> <li>• Alone</li> <li>• Together</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to aurally identify that more than one instrument or voice is playing at the same time</li> <li>• Experience playing/singing when two layers of sound are happening (eg</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the difference between solo and group playing when listening</li> <li>• Understand the concept of melody and accompaniment</li> </ul>

		singing a song with a percussion accompaniment)	<ul style="list-style-type: none"> <li>• Experience making music with more than one layer (eg. Singing a song with an instrument playing the beat and another one picking out a repeating rhythm pattern)</li> </ul>
Vocabulary	One sound or voice, many sounds or voices	One sound, more than one sound	Solo, group, melody, accompaniment
	<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>
<b>STRUCTURE (PATTERN, PHRASING, REPETITION AND CONTRAST)</b>	<ul style="list-style-type: none"> <li>• Starting and stopping</li> <li>• Taking turns</li> <li>• Copy</li> </ul>	<ul style="list-style-type: none"> <li>• Repeat</li> <li>• Pattern (the same pattern/different patterns)</li> <li>• Echo singing</li> </ul>	<ul style="list-style-type: none"> <li>• Beginning</li> <li>• Middle</li> <li>• End</li> <li>• Simple call and response</li> <li>• Contrasts</li> <li>• Phrases</li> </ul>
Vocabulary	Start, stop, copy	Repeat, pattern, echo	Beginning, middle, end, call and response, contrast, phrase in music
	<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>
<b>NOTATION (PICTORIAL, GRAPHIC AND TRADITIONAL)</b>	<ul style="list-style-type: none"> <li>• Following a wiggly line for pitch variation</li> <li>• Making marks to represent sounds</li> <li>• Using pictures to represent sounds and different dynamics</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding, reading and playing from a basic single line graphic score</li> <li>• Creating a short basic graphic score using pictures, coloured lines, marks to represent rhythm</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding a pictorial score of beat and rhythm (using a heart for beat and lines for rhythm)</li> <li>• Reading and playing from stick notation</li> </ul>

			<ul style="list-style-type: none"> <li>• Reading a simplified 2 or 3 line stave for pitch</li> </ul>
Vocabulary	Up, down, sound, picture, big, small, loud, quiet	Pictorial score, long and short, graphic score	Pictorial score, beat, rhythm, stick notation, pitch, high, low, stave

## Music Curriculum Implementation

### What resources do we use to support the implementation of the Music curriculum and why?

The Purpose of the Music Curriculum is to enable children to become more musical through their learning and experiences. It is taught using the language of music and assessed in a musical way. Children have a weekly curriculum music lesson and children in Y2 have the opportunity to learn to play the recorder. All children also take part in collective singing as a school. The new Model Music Curriculum, published in March 2021, is used as a practical framework for musical progression.

Music is taught in a very active and practical way by a music specialist teacher from Hertfordshire Music Service. The curriculum is drawn from a variety of different schemes taking the best ideas from each. The Kodaly method is used extensively so that children learn musical skills by experiencing the concept first before it is formally taught. Singing is at the heart of the curriculum as every child has this internal instrument: the voice is the first means of musical expression. The children learn songs, rhymes and games which introduce them to the different elements of music – pitch, duration, dynamics, tempo, timbre, texture and structure. The learning is skills based and is progressive so that it builds on the children's previous knowledge and understanding. These skills are revisited many times and are intricately linked so that although the focus of a lesson may be on dynamics, for example, pitch, duration, tempo etc will inevitably be involved too. Children are given the opportunity to explore found sounds, vocal sounds and classroom instruments so that they have a range of familiar sounds to draw upon for composition. The websites Sing Up and Charanga are used as resources in lesson planning.

### How do we implement the Music curriculum?

- Through teacher modelling
- Through singing, making and experiencing music
- Through playing musical games
- By giving the children time to explore and play different classroom instruments
- By teaching how to play instruments with correct technique
- By involving the whole body with physical activities which aids kinaesthetic learning
- By teaching active listening to music which aids understanding through movement (dance, movement with scarves, body percussion)
- By presenting and naming key concepts only after they have already been experienced so that they are immediately understood
- By revisiting skills and music vocabulary often
- By building new knowledge and skills on what has already been taught and understood
- Through group and paired discussions that value opinions and aid understanding.
- By listening to a recording of the children's musical performance to consider how it might be improved in the future
- Through effective questioning approaches and the use of 'Bloom's Taxonomy' to deliver higher order questioning to aid learners' understanding and progress
- Teaching is adapted at the point of learning to ensure the needs of learners are met and that they continue to progress and deepen their musical understanding.
- Through clearly presented key concepts.
- Clear articulation of content and knowledge.

- Effective explanation and modelling.
- Tasks that enable pupils to meet the composite objectives.
- Shared teaching that enables pupils to acquire new learning and guided teaching that provides opportunities for pupils to practise new learning.
- Active learning that aids pupils' participation and engagement.
- Through careful planning and sequencing of components to meet composite objectives.
- Through group and paired discussions that aid understanding.
- The next lesson in a sequence is taught after assessment of the prior lesson to ensure that the cohort's needs are met.
- Through ongoing CPD

#### **How do we assess the Music curriculum?**

- Formative teacher assessment during lessons – eg. Seeing who is able to keep the beat; who shows understanding of high or low pitch with their body movements
- Formative teacher assessment of child's confidence in singing
- Encouraging solo singing in order to assess pitch matching skills and solo rhythm clapping to assess musical memory of rhythm
- Through audio and video recordings of music making and compositions which show musical development over time
- Assessing written work very occasionally, eg to assess understanding of and creation of graphic scores