



Trottscliffe CEP School

Music Curriculum & Skills Progression



Purpose of study

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

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.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1

Pupils should be taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned 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.

Key stage 2

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical 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.

Year 1 & Year 2		Year 3 & Year 4		Year 5 & Year 6	
<ul style="list-style-type: none"> • Listen to music with sustained concentration • Find the pulse whilst listening to music and using movement • Use the correct musical language to describe a piece of music • Recognise different instruments • Discuss feelings and emotions linked to different pieces of music • Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse • Listen to, copy and repeat a simple rhythm or melody • Understand that pitch describes how high or low sounds are • Understand that tempo describes how fast or slow the music is • Understand that dynamics describe how loud or quiet the music is • Learn and perform chants, rhythms, raps and songs • Learn to follow the conductor or band leader • Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture 	<ul style="list-style-type: none"> • Listen with concentration and understanding to a range of high-quality live and recorded music • Build an understanding of the pulse and internalise it when listening to a piece of music • Improvise a simple rhythm using different instruments including the voice • Understand that timbre describes the character or quality of a sound • Understand that texture describes the layers within the music • Understand that structure describes how different sections of music are ordered • Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions • Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence • Develop an understanding of melody, the words and their importance in the music being listened to • Sing a song in two parts • Use tuned and untuned classroom percussion to play accompaniments and tunes • Use tuned and untuned classroom percussion to compose and improvise • Play instruments using the 	<ul style="list-style-type: none"> • Listen with direction to a range of high quality music • Confidently recognise a range of musical instruments • Find the pulse within the context of different songs/music with ease • Understand that improvisation is when a composer makes up a tune within boundaries • Understand that composition is when a composer writes down and records a musical idea • Sing songs with multiple parts with increasing confidence • Play and perform in solo or ensemble contexts with confidence • Develop an understanding of formal, written notation which includes crotchets and rests • Begin to listen to and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Confidently recognise a range of musical instruments and the different sounds they make • Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators • Use musical language to appraise a piece or style of music • Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate • Sing as part of an ensemble with confidence and precision • Play and perform in solo or ensemble contexts with increasing confidence • Develop an understanding of formal, written notation which includes minims and quavers • Listen to and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Compose complex rhythms from an increasing aural memory • Understand how pulse, rhythm and pitch work together • Improvise with increasing confidence using own voice, rhythms and varied pitch • Sing as part of an ensemble with increasing confidence and precision • Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression • Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets • Develop an increasing understanding of the history and context of music • Listen with attention to detail and recall sounds with increasing aural memory 	<ul style="list-style-type: none"> • Sing as part of an ensemble with full confidence and precision • Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression • Create a simple composition and record using formal notation • Develop a deeper understanding of the history and context of music • Appropriately discuss the dimensions of music and recognise them in music heard • Listen with attention to detail and recall sounds with increasing aural memory and accuracy • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians • Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets • Improvise and compose music for a range of purposes using the

correct techniques with respect

- Practise, rehearse and present performances to audiences with a growing awareness of the people watching
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

inter-related
dimensions of music