Buckminster Primary School – **Music** - **Knowledge and Skills Progression**

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At Buckminster School we take pride in the musical opportunities available to the children and it is a high priority for us. We aim for it to be a universal language, engaging and inspirational so all children have the opportunity to develop their love of music and their individual talent as a musician. Musical activities are planned carefully to develop children’s critical engagement with music so they can go on to compose, play and appreciate music from different eras, cultures and occasions.

Children in Year 3 and 4 learn to play the recorder and the beginnings of notation. In Year 5 and 6 they have a brass instrument and lessons throughout the year, delivered by Leicestershire Music Services.

Guitar, singing and piano are taught by peripatetic teachers and we have a school choir who sings at all church services, special events outside school such as Christmas time at Belvoir Castle and school concerts. We encourage any child to perform in assemblies and to share music exam results with us – these are published on our weekly newsletter

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|  | **Reception** | **Year 1 and 2** | **Year 3 and 4** | **Year 5 and 6** | | |
| **Singing songs with control and using the voice expressively** | **EYFS ELG:**  *Pupils should be taught to:*   * *Children sing songs, make music and dance, and experiment with ways of changing them.* | ***National Curriculum***  *Pupils should be taught:*   * *Use their voices expressively and creatively by singing songs and speaking chants and rhymes* | ***National Curriculum***  *Pupils should be taught:*   * *Play and perform in solo and ensemble context, using their voices with increasing accuracy, fluency, control and expression* | | | |
| * To sing a range of familiar nursery rhymes. * To sing and perform with actions. * To be confident to sing in front of a small group/class.   **Key Vocabulary:**  **Music tone**  **Rhythm soft loud** | * To find their singing voice and use their voices confidently. * Sing a melody accurately at their own pitch. * Sing with a sense of awareness of pulse and control of rhythm. * Recognise phrase lengths and know when to breathe. * Sing songs expressively. * Follow pitch movements with their hands and use high, low and middle voices. * Begin to sing with control of pitch (e.g. following the shape of the melody). * Sing with an awareness of other performers.   **Key Vocabulary:**  **Melody rhythm**  **Pitch phrase lengths**  **pulse** | * Sing with confidence using a wider vocal range. * Sing in tune. * Sing with awareness of pulse and control of rhythm. * Recognise simple structures. (Phrases). * Sing expressively with awareness and control at the expressive elements. E.g. timbre, tempo, dynamics. * Sing tunes from aural memory. * Sing songs and create different vocal effects. * Understand how mouth shapes can affect voice sounds. * Internalise sounds by singing parts of a song ‘in their heads.’   **Key Vocabulary:**  **Pulse rhythm Phrases**  **timbre, tempo, dynamics**  **vocal effects** | * Sing songs with increasing control of breathing, posture and sound projection. * Sing songs in tune and with an awareness of other parts. (melody) * Identify phrases through breathing in appropriate places. * Sing with expression and rehearse with others including acapella   (voices only)   * Further develop aural memory to sing longer pieces. * Sing a round in two parts and identify the melodic phrases and how they fit together. * Sing confidently as a class, in small groups and alone, and begin to have an awareness of improvisation with the voice. * Sing in 2-part harmonies.   **Key Vocabulary:**  **Breathing posture melody**  **sound projection acapella**  **melodic phrases** | | |
| **Listening, Memory and Movement** | **EYFS ELG:** *Pupils should be taught to:* | ***National Curriculum***  *Pupils should be taught to:*   * *Listen with concentration and understanding to a range of high-quality live and recorded music* | ***National Curriculum***  *Pupils should be taught to:*   * *Listen with attention to detail and recall sounds with increasing aural memory* | | | |
|  | * Recall and remember short songs and sequences and patterns of sounds. * Respond physically when performing, composing and appraising music. * Identify different sound sources. * Identify well-defined musical features.   **Key Vocabulary:**  **Sequences performing, composing appraising** | * Identify melodic phrases and play them by ear. * Create sequences of movements in response to sounds. * Explore and chose different movements to describe set themes. * Demonstrate the ability to recognise the use of structure and expressive elements through dance. * Identify phrases that could be used as an introduction, interlude and ending. * Identify repeats in melodies.   **Key Vocabulary:**  **melodic phrases structure** **expressive elements**  **introduction, interlude and ending.** | * Internalise short melodies and play these on pitched percussion (play by ear). * Create dances that reflect musical features. * Identify different moods and textures. * Identify bridges and hooks within songs * Identify how a mood is created by music and lyrics. * Listen to longer pieces of music and identify features.   **Key Vocabulary:**  **pitched percussion**  **moods and textures**  **bridges** and **hooks**  **lyrics** | | |
| **Controlling pulse and rhythm** |  | ***National Curriculum***  *Pupils should be taught to:*   * *Play tuned and un tuned instruments musically* * *Experiment with, create, select and combine sounds using the interrelated dimensions of music* | ***National Curriculum***  *Pupils should be taught to:*   * *Play and perform in solo and ensemble context, using their voices with increasing accuracy, fluency, control and expression* * *Improvise and compose music for a range of purposes using the interrelated dimensions of music* | | | |
| * Identify the pulse in different pieces of music. * Identify the pulse and join in getting faster and slower together. * Identify long and short sounds in music. * Perform a rhythm to a given pulse. * Begin to internalise and create rhythmic patterns. * Accompany a chant or song by clapping or playing the pulse or rhythm.   **Key Vocabulary:**  **Pulse rhythm**  **rhythmic pattern chant** | * Recognise rhythmic patterns. * Perform a repeated pattern to a steady pulse. * Identify and recall rhythmic and melodic patterns. * Identify repeated patterns used in a variety of music. (Ostinato).   **Key Vocabulary:**  **Rhythmic patterns**  **Repeated patterns**  **Steady pulse**  **Ostinato** | * Identify different speeds of pulse (tempo) by clapping and moving. * Improvise rhythm patterns. * Perform an independent part keeping to a steady beat. * Identify the metre of different songs through recognising the pattern of strong and weak beats. * Subdivide the pulse while keeping to a steady beat. * Recognise the common time signatures e.g. 4/4 time 3/4   **Key Vocabulary:**  **metre** | | |
| **Exploring sounds, melody and accompaniment** |  | ***National Curriculum***  *Pupils should be taught to:*   * *Play tuned and untuned instruments musically* * *Experiment with, create, select and combine sounds using the interrelated dimensions of music* | ***National Curriculum***  *Pupils should be taught to:*   * *Play and perform in solo and ensemble context, using their voices and instruments with increasing accuracy, fluency, control and expression* * *Improvise and compose music for a range of purposes using the interrelated dimensions of music* | | | |
| * To explore different sound **sources**. * Make sounds and recognise how they can give a message. * Identify and name classroom instruments. * Create and chose sounds in response to a given stimulus. * Identify how sounds can be changed. * Change sounds to reflect different stimuli.   **Key Vocabulary:**  **Sources** | * Identify ways sounds are used to accompany a song. * Analyse and comment on how sounds are used to create different moods/ tell stories/ evoke emotions. * Explore and perform different types of accompaniment. * Explore and select different melodic patterns. * Recognise and explore different combinations of pitch sounds.   **Key Vocabulary:**  **Accompaniment melodic patterns pitch** | | * Skills development for this element are to be found within ‘Control of instruments’ and ‘Composition’. | |
| **Control of instruments** |  | ***National Curriculum***  *Pupils should be taught to:*   * *Play tuned and untuned instruments musically* | ***National Curriculum***  *Pupils should be taught to:*   * *Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* | | | |
| * Play instruments in different ways and create sound effects. * Handle and play instruments with control. * Identify different groups of instruments. | * Identify melodic phrases and play them by ear. * Select instruments to describe visual images. * Choose instruments on the basis of internalised sounds.   **Key Vocabulary:**  **Melodic phrases** | | | * Identify and control different ways percussion instruments make sounds. * Play accompaniments with control and accuracy. * Create different effects using combinations of pitched sounds. * Use ICT to change and manipulate sounds.   **Key Vocabulary:**  **Percussion pitched sounds** |
| **Composition** |  | ***National Curriculum***  *Pupils should be taught to:*   * *Experiment with, create, select and combine sounds using the interrelated dimensions of music* | ***National Curriculum***  *Pupils should be taught to:*   * *Improvise and compose music from a range of purposes using the interrelated dimensions of music* | | | |
| * Contribute to the creation of a class composition. * Basic skills developments for composition in KS1 are to be found within ‘Exploring sounds’. | * Create textures by combining sounds in different ways. * Create music that describes contrasting moods/emotions. * Improvise simple tunes based on the pentatonic scale. * Compose music in pairs and make improvements to their own work. * Create an accompaniment to a known song. * Create descriptive music in pairs or small groups.   **Key Vocabulary:**  **Texture**  **Pentatonic scale CDFGA** | | | * Identify different starting points when composing music. * Explore, select combine and exploit a range of different sounds to compose a soundscape. * Write lyrics to a known song. * Compose a short song to own lyrics based on everyday phrases. * Compose music individually or in pairs using a range of stimuli and developing their musical ideas into a completed composition.   **Key Vocabulary:**  **Soundscape** |
| **Reading and writing notation** |  |  | ***National Curriculum***  *Pupils should be taught to:*   * Use and understand staff and other musical notation | | | |
| * Perform long and short sounds in response to a symbol. * Create long and short sounds on untuned and tuned instruments.   Play and sing phrases from dot notation.   * Record own ideas. * Make own symbols as part of a class score.   **Key Vocabulary:** | * Begin to recognise/identify and musically demonstrate awareness of a link between notes and pitch in graphic notations indicating rhythm and duration. * Start to understand note value.   **Crotchet- one beat**  **Quaver- 1/ 2 beat**  **Semibreve- 4 beats**  **Minim- 2 beats**   * Recognise staff notation e.g. treble and base clefs as used for playing a keyboard/ piano.   **Key Vocabulary:**  **Crotchet- one beat**  **Quaver- 1/ 2 beat**  **Semibreve- 4 beats**  **Minim- 2 beats** | | | * Perform using notation as a support * Sing songs with staff notation as support. * Extend understanding of note value and be able to demonstrate it. * Recognise and use staves in reading/writing music. * Understand some of the main symbols/terms indicating loudness/softness/tempo etc.   **Key Vocabulary:**  **Staves** |
| **Performance skills** |  | ***National Curriculum***  *Pupils should be taught to:*   * *Play tuned and untuned instruments musically* * *Experiment with, create, select and combine sounds using the interrelated dimensions of music* * *Use their voices expressively and creatively by singing songs and speaking chants and rhymes* | ***National Curriculum***  *Pupils should be taught to:*   * *Improvise and compose music from a range of purposes using the interrelated dimensions of music* * *Play and perform in solo and ensemble context, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression* | | | |
| * Perform together and follow instruments that combine the musical elements. | * Perform with an awareness of different parts * Present performances effectively with awareness of audience. | | | * Present performances effectively with awareness of audience, venue and occasion. * Encourage solo or small group performances to larger audiences. |
| **Evaluating and appraising** |  |  |  | | | |
| * Choose sounds and instruments carefully and make improvements to their own and others’ work. | * Recognise how music can reflect different intention. | | | * Improve their work through analysis, evaluation and comparison. |

**The History of Music**

Linked through music lessons, teaching themes and Collective Worship, children are exposed to music written through the ages: Early Music, Renaissance, Baroque, Classical, Romantic, Early 20th Century/ Mid-20th Century and Contemporary.

They explore styles such as: Orchestral, Traditional. Popular, Jazz and Improvised music and learn about the history/ style indicators associated with: Rock, Hip Hop, South African, Blues, Bhangra, Funk, Folk, Latin, Pop ballad, Motown, Gospel, Reggae, R&B and Jazz (big band Swing)

**We will be using the scheme bought from Leicestershire Music Services so until we have it, we cannot complete our topic plans**

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| **Music AREA OF STUDY** | | | | | | |
|  | Autumn Cycle A | Autumn Cycle B | Spring Cycle A | Spring Cycle B | Summer Cycle A | Summer Cycle B |
| Reception |  |  |  |  |  |  |
| Year 1 and 2 |  |  |  |  |  |  |
| Year 3 and 4 |  |  |  |  |  |  |
| Year 5 and 6 |  |  |  |  |  |  |